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ABSTRACT

This booklet contains the 14 exercises that are used in the Bloomington, Minnesota, school system's writing assessment program. Depending on their applicability, the exercises may be used to assess the writing performance of fourth-, eighth-, or eleventh-grade students. Thirteen of the exercises are from the National Assessment of Educational Progress, while one exercise (completing an accident report) was developed within the Bloomington school system. Criteria are included for evaluating and scoring the exercises. (RL)

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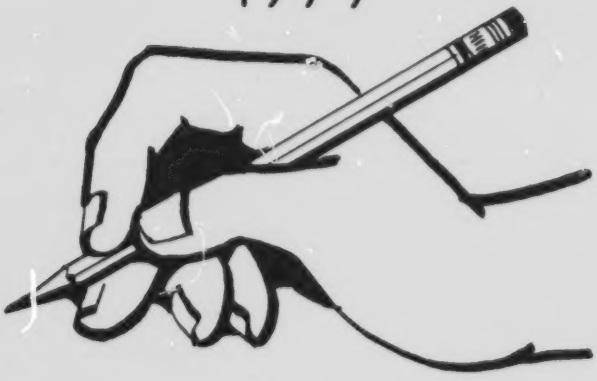
BLOOMINGTON WRITING ASSESSMENT 1977



STUDENT EXERCISES - TEACHER DIRECTIONS - SCORING

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Evaluation Office

June, 1977

Fred M. Atkinson
Superintendent of Schools

Orville Ruud
Director of Evaluation

CS 204 110

A use of the National Assessment in reporting to staff, parents, and community.
Partially funded by a Minnesota Department of Education P.E.R. Demonstration Grant.

EXERCISES SELECTED FOR BLOOMINGTON, MINNESOTA ASSESSMENT

*NAEP NO.	Descriptor	Administration Time 4	8	11
101003	Music does things to different people	15:30***	15:30	15:30
101013	Pretend you are a pair of tennis shoes	15:30		
102013	Write a story -- Kangaroo (mechanics)	15:15		
201002	Letter of thank you for a gift	15:30		
201004	Letter to Parents' Club -- dance		15:30	
201014	Note -- Miss Brown & Billy conversation	12:15		
201017	Letter to classmate -- hurt his leg	10:15		
201018	Note -- Sam & Al telephone conversation		3:45	3:45
201021	Addressing envelope	6:00	4:00	
202013	Letter of application -- summer job			18:00
203008	Report -- facts about the moon	30:00	30:00	
203012	Something worth talking about (mechanics)		26:15	26:15
203014	Woman's place is in the home			14:15
**B-01	Accident Report	10:00	10:00	10:00
Total NAEP Exercises Selected		8	6	5
Total Exercises		9	7	6

*NAEP National Assessment of Educational Progress, Suite 700, 1860 Lincoln St. Denver, Colorado 80295
**Bloomington Exercise
***Read 15:30 as 15 minutes, 30 seconds.

EXERCISES BY WRITING TRAITS

I-RECORDING	II-RESPONDING	III-EXPRESSION	IV-PERSUASION	V-MECHANICS
TELEPHONE *201014-400 (Packet A)	THANK YOU LETTER 201002-481 (Packet D,D,D)	MUSIC ***101003-081 (Packet D,B)	PARENT'S CLUB 201004-481 (Packet B,E,C)	KANGAROO 10213-400 (Packet A,B&E)
TELEPHONE *201018-081 (Packet D,B)	ADDRESS ENVELOPE 201021-480 (Packet C,E)	TENNIS SHOES 101013-481 (Packet D,B,A)	WOMAN'S PLACE 203014-481 (Packet E,E,B)	FAMOUS BUILDING 203012-081 (Packet A&B A&D)
ACCIDENT REPORT B-01-481 (Packet A	JOB LETTER 202013-001 (Packet C)	MOON REPORT **203008-480 (Packet C,C)		
	LETTER TO CLASSMATE 201017-481 (Packet E,A,B)			

201002 Indicates that this is item number 201002 from the National Assessment.

481 Indicates the item was not assessed nationally for 8th grade or 11th grade but was used in grades 4, 8, and 11.

(Packet D,D,D) Indicates this item was in packet D grade 4, packet D grade 8, and packet D grade 11.

A test packet had two to four items and could be completed in about 45 minutes of testing.

* Uses telephone conversation on tape.

** Uses blue pens for a student editing and revision

*** Uses music on tape.

PERSONS AND GROUPS WHO ACCOMPLISHED THIS WRITING ASSESSMENT

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Exercise - 101003 Music

Read the following directions for Exercise 3 to the class. (Read only these instructions and offer no further explanations.)

"Open your booklet to page five, follow along as I read the exercise and directions:

"Music does different things to different people. Perhaps it makes you have one kind of feeling or another. Perhaps it reminds you of someone or something. Maybe it makes you think of some place or something happening. Now listen to this piece of music and write about what things this piece of music does to you. Start writing anytime you wish. Space is provided below and on the next three pages. You will have 15 minutes."

MUSIC AND PAUSE - 15 minutes.

(After above is read, play piano music once. After music is played the first time, there is a pause for 10 seconds on the tape and then the music plays again. After the second time the music has played, there should be silence for the balance of the response period.)

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

Music does different things to different people. Perhaps it makes you have one kind of feeling or another. Perhaps it reminds you of someone or something. Maybe it makes you think of some place or something happening.

Now listen to this piece of music and write about what things this piece of music does to you. Start writing anytime you wish. Space is provided below and on the next three pages.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 8 - Packet D

EXERCISE 1 201018-081 Telephone Conversation

Completeness
0 1 2 3 4 7 9

Coherence
1 2 3

Game
0 1 2

Time
0 1 2

Place
0 1 2

EXERCISE 2 201002-481 Thank You Letter

Overall Note
0 1 2 3 4 7 9

Thank You
1 2

Other Expressions of Appreciation
1 2

Names Gift
1 2

Includes Extra Information
1 2

EXERCISE 3 101003-081 Music

Structural Tendencies
0 1 2 3 4 5 6 7 8 9

Orientation of the Response
0 1 2 3 4 5 6 7 8 9

Use of Figurative Language
0 1 2 3 4

Use of Cliches
0 1 2 3 4

STRUCTURAL TENDENCIES

0 No response or only an answer fragment.

1 Did not make a cluster or a list. Response consists entirely of a single statement.
"The music makes me sad."
"It reminds me of an old silent movie with Charlie Chaplin."

2 Listing A list of two or more single statements. A single statement may have one elaboration. Usually names one thing after the other. Paper can contain clusters, but more single statements than clusters are present.

3 Clustering One or more clusters, each elaborated with two or three related details. Do not rearrange the paper to form clusters. Paper may also have single statements, but at least as many (or more) clusters are present.

4 Sectioning More than one topic, but at least one contains four or more elaborations organized around a single thought. Other structures may be present; but this category takes precedence.

5 Single Focus One or two brief, isolated irrelevancies may be present. Otherwise, the paper contains only one section: four or more elaborations.

6 Other Use only when absolutely necessary.

7 Illegible, illiterate to the point that structural tendency cannot be scored.

8 Misunderstood the question or does not write on the subject.

9 I don't know. I don't want to do it. Must reject the assignment, not the music.

101003-081 Music (cont.)

ORIENTATION OF THE RESPONSE

Code the dominant orientation of the response. In cases where more than one orientation is given, try to choose the one that seems to dominate throughout the paper. This classification should be done by reading through the entire response without stopping for orientation, and making an overall judgment. The second reader should code this quality before attempting to identify structural tendency.

0 No response or sentence fragment.

1 Associational The writer identifies his experience with the music by naming or discribing scenes, situations, real or imagined, which listening to the music brings to mind. (Remembering a "true experience" is autobiographical.) The phrase "it reminds me of . . ." is a symptom.

2 Autobiographical Responses that are, or purport to be, autobiographical, relating the music to the writer's own past experience.

3 Egocentric The writer concentrated on expressing something about his own present internal state. His reasons may be classified otherwise, but his own mental or physical state seems to be his main concern. "I like it" or "It makes me sick" are typical cases.

4 Analytical The writer attempts to deal directly with the music, identifying it or the performer, classifying, writing about its technical characteristics (soft, jumpy, crecendoes, repetitive, etc). He may compare it to music he knows about, or he may tell where this music would be appropriate. (It's the kind you hear at a circus; it's good to do exercises by).

5 Fictional/Fanciful The writer creates a narrative or a scene with action, as a metaphorical equivalent for the musical experience. These papers ofter start out as associational then develop a narrative. Separation of these from autobiographical may have to be based on multiple clues and a judgment of probability. Those who retell a film or TV story belong here.

6 Mixed or Unclassifiable (Try not to use) No strategy is identifiable as dominant, or the strategy evolved does not fit in any category.

7 Illiterate, illegible (same as for left column)

8 Same as for left column - misunderstands or writes on a different subject.

9 Same as for left column - IDK or I don't want to do the assignment.

101003-081 Music (cont.)

USE OF FIGURATIVE LANGUAGE

The student should show imagination.

0 No response

1 No figurative language - completely literal.

2 Some figurative language.

3 Frequent use of figures of speech. Symbolic writing

4 Consistent and thorough comparison through figurative language.

USE OF CLICHES

The student should not show stereotyped expression with little originality.

0 No response

1 No cliches - original language not - "big as a barn".

2 Some cliches

3 Frequent cliches

4 Consistent use of cliches.

"Turn to page 1, exercise 1. Follow along as I read the directions to you.

"Sometimes people write just for the fun of it. This is a chance for you to have some fun writing.

"Pretend that you are a pair of tennis shoes. You've done all kinds of things with your owner in all kinds of weather. Now you are being picked up again by your owner. Tell what you, as the tennis shoes, think about what's going to happen to you. Tell how you feel about your owner. Space is provided below and on the next two pages. You will have 15 minutes. Please begin."

PAUSE - 15 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Now turn to page 4, exercise 2."

Directions:

Sometimes people write just for the fun of it. This is a chance for you to have some fun writing.

Pretend that you are a pair of tennis shoes. You've done all kinds of things with your owner in all kinds of weather. Now you are being picked up again by your owner. Tell what you, as the tennis shoes, think about what's going to happen to you. Tell how you feel about your owner. Space is provided below and on the next two pages.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet D

EXERCISE 1 - 101013-431 Tennis Shoe

Elaboration of Role

0 1 2 3 4 7 8 9

Consistency of Role

0 1 2 3

Narrative Design

0 1 2 3 4

EXERCISE 2 - 201002-481 Thank You Letter

Overall Note

0 1 2 3 4 7 8 9

Thank you

1 2

Other Expressions of Appreciation

1 2

Names Gift

1 2

Includes Extra Information

1 2

121013-481 Tennis Shoes

ELABORATION OF ROLE

0 No response

1 No Established Role - Respondent writes about tennis shoes or role is never related to any attributes or activities of tennis shoes (I went to the park). No indication of having an owner. Respondent doesn't pretend he is a tennis shoe.

2 No or Little Elaboration of Role - Establish explicitly or implicitly the role of tennis shoes, but no distinctive character or personality emerges. Role may lapse, but should be evidence of a present or implied owner. Some types of two papers:

A. Only describe tennis shoes, Ex. "I am a blue and yellow racing sneaker."
B. Only report experiences shared with owner, relationship with owner at surface level, Ex. "We went to the park. Then we went to play tennis, then my owner took me home."
C. Only feelings, does not relate feelings to any experiences.
D. Inconsistent or contradictory role.

3 Good Elaboration of Role - Expresses attitudes and feeling; develops shared experiences with owner or develops particular character and personality. May include reporting sections or some details irrelevant to personality or relationship with owner.

4 Inventive and Consistent Elaboration of Role - Use of vivid and creative details to sustain the role. Does not lapse out of role and includes few if any irrelevancies.

7 Illegible, Illiterate

8 Misunderstands the task or writes on a totally different subject.

9 I Don't Know

CONSISTENCY OF ROLE

0 No response

1 Role Consistent - Any 2 and 3 papers with no lapses in role. Consistent use of first person tennis shoes. Also includes all 4 papers.

2 Role Inconsistent - Any 2 and 3 papers with lapses in role.

3 No Role - All 1, 7, 8, & 9 papers.

101013-481 Tennis Shoes

NARRATIVE DESIGN

0 No response

1 No Organization through Ordering of Detail - Respondents write about themselves as the tennis shoe mentioning separate events. However, the paper is brief, only one or two statements, or the information is presented randomly with little or no connection. These papers may have bits of related information but if the dominant tendency is to list events in a random order the paper is a 1.

2 Some Organization through Ordering of Detail - Some organization is present, but the paper is sketchy and underdeveloped. They contain clusters where two or three related events are grouped together. However, the groupings are disconnected and randomly presented. Typically these papers jump from one brief supported event or set of related events to the next with no transitions. A "2" paper can have isolated sentences but it must predominantly (over 50%) be a series of clusters.

3 Good Organization and High Points of Interest without the Presence of Overall Unity - These papers present an idea or event which they expand or elaborate with a progression of supporting and related information. Papers here contain 2 or 3 major sections which are internally consistent but no transition or relationship between the sections is clearly established. The two or three main sections may have brief clusters, or isolated events interspersed. Some "3" papers may discuss several events one of which is developed into a section which dominates the paper. Some "3" papers may appear to have the overall unity of "4" papers.
For Example:

Events are related but the events are not developed beyond clusters.
An event, playing a game, may be mentioned throughout but the paper has two seperate sections.
The paper has a beginning and end-yet the information in the paper is under developed or the development is unrelated to the beginning or end.

4 Systematic Organization through Ordering of Events that Leads to a Climax or High Point of Interest so that Overall Unity is Present - These papers present events in a related manner so as to produce a totally coherent and developed narrative. The selection, ordering and developing of detail and events is done on the basis of an overall principle of unity and progressing toward a climax. For example: The owner's conideration of keeping his tennis shoes, a contrast between the past and the present, a game in which the tennis shoes perform are all possible unifying narratives.

PLEASE CONTINUE ON THE NEXT PAGE.

"On page 4 is a picture of a kangaroo in Australia. Look at the picture for a while. What do you think is happening? Where do you suppose the kangaroo came from? Where do you think he is going? Look how high he jumps! Why do you suppose he is jumping over the fence?"

"Write a story about what is happening in the picture on the lines provided on pages 5 and 6. You will have 15 minutes. Wait quietly when you are done.

PAUSE - 15 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP."

On page 4 is a picture of a kangaroo in Australia. Look at the picture for a while. What do you think is happening? Where do you suppose the kangaroo came from? Where do you think he is going? Look how high he jumps! Why do you suppose he is jumping over the fence?

Write a story about what is happening in the picture.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet B

EXERCISE 1 - 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

____ ____ S

____ ____ K

____ ____ C

____ ____ P

____ ____ A

____ ____ R

____ ____ W

____ ____ E

____ ____ X

____ ____ ____ Number of Words

Exercise 2 - 201004-481 Friday Dance

Quality of the Argument

NAEP Categories

0 1 2 3 7 8 9

102013-400 Kangaroo Mechanics

OVERALL

0 No response to entire exercise (blank page) No further coding

1 Some attempt at the exercise

7 Illegible, illiterate or other non-rateable No further coding

9 I don't know to the entire exercise No further coding

WRITING MECHANICS

1. S - Spelling Errors

This markings should decribe obvious spelling errors. Sometimes a spelling error and work choice error may be confused. As a rule (1) If the word in question was totally incongruous to the context of the sentence, the pupil probably made a spelling error. However, if (2) the work "sort of" made sense in context but was the wrong word it was probably a word choice error.

Agreement takes precedence over spelling.

Spelling errors include: letter reversals, b,d; word reversals, saw, was; plurals not formed, United State, or formed incorrectly, pianoes; homonyms, there, their; accept, except; its, it's; to, too, two.

Other spelling errors are making one word into two - room mate.

Note - Abbreviations or mistakes with a abbreviations are not scored as errors of any kind.

WRITING MECHANICS

2. K - Word Choice

A word choice error results when one word is used instead of another which would clearly be better. If a particular word could be changed one or more ways, any of which would correct the diction error, a word choice error (K) should be marked.

Word choice errors include: Structure words; among, between; on, onto, on to; in, into, in to; opposite of , opposite to, opposite from; different from/than.

Form words; (nouns, verbs, adjectives or adverbs) off by same shade of meaning.

Wrong principle part of the verb - but clearly not agreement or awkward. He found the stole[K] treasure.

Attempted verb, adjective or adverb forms which are nonexistant or unacceptable.

beautifulest, busted

different/differently - differently means in a different manner

of/have That is not what he should of[K] done.

rise/raise Raise is to cause to lift.

sit/set Set or lay is to place.

lie/lay

than/then than, a comparison; then, for "at that time"

who/ which/ that who is people; that is people, animals things, which, animals things

102013-400 Kangaroo Mechanics

WRITING MECHANICS

2. K Word Choice cont.

Note - There is some possible confusion of word choice with spelling errors. For example: They had a lots of money. This is scored as a word choice error. Word choice(w) takes precedence over spelling (s) when a wrong word is misspelled.

3. C - Capitalization

Capitalization is treated liberally. Errors which are scored are only these:

First word in a sentence

Proper nouns within a sentence

Proper adjectives within a sentence

The pronoun I whenever it occurs

No other capitalization errors are scored!

Capitalization maybe scored along with other errors.

Example: A citizen of frace ^{sc}

A paper written entirely in capitals has no capitalization errors.

4. P - Punctuation

Commission or omission errors involving commas, dashes, quotes, semicolons and apostrophes are scored as punctuation errors. End marks are treated separately (E).

This scoring is based on the most informal rules of usage. The writer should be given the benefit of any doubt. Each sentence is scored for punctuation errors where the error occurs

Score the following situations.

102013-400 Kangaroo Mechanics

WRITING MECHANICS

5. A - Agreement

Score this if at least one agreement error is present in a sentence. Do not score multiple errors. Agreement takes precedence over spelling and word choice errors.

6. R - Run on Sentence

Run on sentences for the purpose of this scoring are four or more independent clauses strung together with conjunctions instead of, or in addition to conventional marks of punctuation. The conjunctions joining the clauses need not all be the same.

Examples: We went to the beach and my daddy went sailing and my mommy went swimming and I made a sand castle.

I went to the store and I was supposed to buy milk and bread but I forgot the milk so my mom made me go back and then I forgot the money.

Do not score run on sentences for colons, semicolns or end marks unless the end mark is missing at the very end of the essay.

Run on sentences for the purpose of this scoring include fused sentences - two or more independent clauses with no punctuation or conjunction separating them.

Example: She heard the music she didn't like it.

Run on sentences for the purpose of this scoring include comma splice - two or more independent clauses joined by a comma instead of a semicolon or coordinating conjunction.

Example: She heard the music, she didn't like it.

102013-400 Kangaroo Mechanics

WRITING MECHANICS

7. W - Awkward

Awkward Sentence - Examine each sentence to see whether it is awkward. Score a sentence for awkwardness once, regardless of the number of faults in that sentence. If a sentence can be fixed several ways, the various changes involving different or more than one word, mark the sentence awkward.

Caution: Do not edit a sentence by deciding what to eliminate. Score what you see--not what you think you see. It is easy to automatically edit a sentence or force an interpretation that corrects an awkward sentence.

Example: They have a lots of money. W

Note: Check conjunctions before marking a sentence awkward.

Awkwardness includes:

A. Faulty subordination--putting the main idea into a dependent clause and a secondary idea into a main clause.

Example: The boy who used to live across the street had red hair when he brought his pet monkey to school on Thursday.

B. Unclear pronoun antecedent accounts for 50% of awkwardness errors.

Example: Peter was asked to bring in Mr. Cary's report when he came in.

C. Dangling (misplaced) modifier

Examples: Walking down the street, the lady met a policeman in a green dress.

102013-400 Kangaroo Mechanics

WRITING MECHANICS

7. W Awkward cont.

Never eat tomatoes unless thoroughly stewed.

Students are taught to examine critically conflicting points of view.

Note: Give benefit of doubt on word placement.

D. Omitted or extra words - Anything missing is W

1. When part of the verb (auxiliary or main) is missing, or when the subject or the entire verb is missing, mark W.

2. Two similar adjectives get W for redundance.

Example: the big, huge river

3. Other redundancies get W also. Ex. Where is it at?

4. A double negative gets W for extra words.

E. Faulty Coodination

Two or more independent clauses which are written as one sentence but are not logically related.

Example: The chair is orange and my uncle had surgery last Thursday.

F. Mixed or illogical construction.

1. Faulty parallelism. Two or more ideas expressed in a sentence and connected with a coordinating conjunction or by either-or neither-nor, not-but, not only-but also

WRITING MECHANICS

7. W Awkward cont.

both-and must be constructed similarly (phrases, clauses, gerunds, infinitives, etc.)

Examples: They went swimming, diving, and for a walk. Neither is Mary able to cook nor eager to learn.

2. Separation of subject and verb, parts of a verb, or verb and object can be awkward.

Example: Wild dogs had, for several sleet-ridden and storm-ravaged winter days when food was scarce and the marrow seemed to freeze in the bones, been seen on the hills.

G. Split construction

1. A split infinitive occurs when a modifier is inserted between "to" and the verb form.

Example: It was impossible to even see a foot ahead.

Note: There are occasions when splitting an infinitive produces the smoothest sentence. Use your own judgement.

H. Fragment incorrect

Fragment Incorrect--any word group, other than an independent clause, written and punctuated like a sentence. If the subject or the entire verb is missing, the word group is a fragment.

102013-400 Kangaroo Mechanics

WRITING MECHANICS

7. W Awkward cont.

A fragment is automatically awkward. Fragments containing agreement errors should be so marked.

Notes: When the subject is understood, the sentence is complete.

Do not score end punctuation at the end of a fragment unless F is at the end of the entire essay.

Fragment Correct--is not W - used in dialogue, for emphasis, or as an exclamation. Fragments are used correctly in the following situations:

Examples: "See the geese." "Where?" "Flying north."

8. E End Marks

An E mark is used to indicate missing end marks. Every sentence must have same sort of end punctuation if the next sentence starts with a capital letter.

Note: Do not score end punctuation for appropriateness. If the writer omits end punctuation but begins the next sentence with a capital letter, mark a punctuation error rather than a fused sentence (run on).

Do not insert end marks following fragments unless the fragment occurs at the end of the essey.

When an E is used X is not used.

9. X Sentences

Each sentence end is marked to use in tabulating the total number of sentences. (E + X) Total number of sentences.

EXERCISE - 201002 THANK YOU LETTER

"Turn to page 4. Follow along as I read the directions.

"Think of something that you would like to have very much. Pretend that you are Pat Brown and someone you know very well has just given it to you. Write the gift you would like to have in this box."

PAUSE - 1 minute.

"Tell who gave it to you in this box."

PAUSE - 1 minute.

"Write a letter to that person saying thank you and telling why you like the gift. Space is provided on the next two pages. You will have 13 minutes to write your letter. Please begin."

PAUSE - 13 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP".

Think of one thing that you would like to have very much. Pretend that you are Pat Brown and someone you know very well has just given it to you. Write the gift you would like to have in this box.

Tell who gave it to you in this box.

PLEASE CONTINUE ON THE NEXT PAGE.

Write a letter to that person saying thank you and telling why you like the gift.

PLEASE CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet D

EXERCISE 1 - 101013-481 Tennis Shoe

Elaboration of Role

0 1 2 3 4 7 8 9

Consistency of Role

0 1 2 3

Narrative Design

0 1 2 3 4

EXERCISE 2 - 201002-481 Thank You Letter

Overall Note

0 1 2 3 4 7 8 9

Thank you

1 2

Other Expressions of Appreciation

1 2

Names Gift

1 2

Includes Extra Information

1 2

201002-481 Thank You Letter

OVERALL NOTE

0 No response. No further coding

1 Item named or barely identified through details; no show of appreciation.
Bare show of appreciation for unidentified item.
Responses which might or might not be a thank you note (e.g., a wish for something else).

2 Clearly a thank you note; gift is named or clearly identifiable from content of letter and a minimal expression of appreciation, use or satisfaction.
("Thank you" is a minimal expression of appreciation. However thank you in combination with another minimal expression is still a "2".)

3 Item is named or clearly identifiable from content of letter and appreciation or satisfaction is expressed and validated through appropriate detail.

1. Two or more minimal expressions are combined or
2. One or more strong statements of satisfaction or appreciation. Details amplified in quantity or guality; however, responses not fully developed.

4 Responses are fully developed. Supporting details are appropriate and vivid or sigrificant or unconventional reasons for gratitide are included.

7 Illegible or illiterate response. No further coding.

8 Misunderstands the question or writes on a different subject. No further coding.

9 I don't know. No further coding.

THANK YOU

1 Note includes "Thank you", "Thanks" or other variation of "Thank". (can be misspelled)

2 Does not include variation of "Thank".

OTHER EXPRESSION OF APPRECIATION

1 Does express appreciation, use or satisfaction, include minimal responses.

2 Does not express appreciation.

NAMES GIFT

1 Names gift or gift can be identified through details in letter.

2 Gift is unidentifiable.

201001-481 Thank You Letter

INCLUDES EXTRA INFORMATION

1 Includes extraneous or inconsistent details (not in keeping with expressing appreciation).

2 Does not include extraneous or inconsistent details.

EXAMPLES:

MINIMAL EXPRESSIONS OF APPRECIATION (detail appropriate but not amplified)

--Minimal appreciation.
"Thank-you for the mini-bike."

--Minimal satisfaction.
"I like the doll you gave me for my birthday."

--Broadly general appreciation.
"You are nice to give me a bike. I love you."

--Broadly general satisfaction.
"The horse you gave me is very pretty."
"I have wanted a horse for a long time."

--Mere use or intention of use.
"Thank you for the dog. I play with him every day."

-- Mere description.
"Thank you for the gift. It is a blue bike with ten speeds."

AMPLIFIED EXPRESSION OF APPRECIATION

--Two or more minimal (scale 2) reasons which validate each other in combination. May or may not include thank you.
"Thank you for the kitten. I always wanted a kitten, I will play with him often."

--Striking statement of satisfaction.
"I love the apple tree so much that I don't want to move because I would have to leave it here."

--Appreciation conveyed through a desire to share the gift.
"Thank you for the trip to Disney World. I would have had a better time if you were there."

--One or more concrete reasons.
"I like it because it is newer, faster, bigger, better than a bike."
"I like mini-bikes because they are fun to ride and race. They are fun to fix when they are broken.

EXERCISE - 201004 FRIDAY DANCE

"Follow along as I read the directions to you.

"Imagine the PTA of your school is sponsoring a Friday evening carnival for the elementary school. The carnival hour is from 7 p.m. to 8 p.m. Many students feel this is not long enough. Pretend you are Pat Smith and write a letter to the PTA stating your point of view. Explain why you AGREE or DISAGREE with the idea of a carnival from 7 p.m. to 8 p.m. Remember to take only ONE point of view. Space is provided below and on the next two pages. You will have 15 minutes. Please begin."

PAUSE - 15 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP."

Imagine the PTA of your school is sponsoring a Friday evening carnival for the elementary school. The carnival hour is from 7 p.m. to 8 p.m. Many students feel this is not long enough. Pretend you are Pat Smith and write a letter to the Parents' Club stating your point of view. Explain why you AGREE or DISAGREE with the idea of a carnival from 7 p.m. to 8 p.m. Remember to take only ONE point of view. Space is provided below and on the next two pages.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

201004-481 Friday Dance

ARGUMENT

0 No response; fragment (something written but no complete thought on the subject. Example: Dear Parents Club, I)

1 Does not take a clear position, or takes a position but gives no reasons. (may give weak reference to one)

A. In some ways I think it should be longer, but then maybe it shouldn't.
B. I think the dance should be longer than just 7 to 9. Also they should have a band and let the students make the decorations.
C. I think the hours of the Friday dance are just fine. I have asked around and most of the other students agree with me.
D. If you change the hours to 7 to 11 or 12, we will be very happy.

2 The writer takes a position and gives one unelaborated reason. (may give weak reference to more than one)

A. I think you should make the dance longer than just 7 to 9. If you don't nobody's going to come to your dance.
B. Please make the dance last longer than just till 9 o'clock. Then we could have more time to have fun.
C. I hope you will change the hours of the dance. 7 to 10 would be much better. In two hours, you only get started, then it's time to go home.
D. 7 to 9 is fine. Any later it will be too dangerous to walk home.
E. If you're only going to have one dance a year, it ought to be a long one.
F. Please make the Friday dance later. After all, we're not babies any more.

3 The writer presents arguments and supports them. Several reasons are given, or one is given and elaborated upon. (several = 2 or more)

7 Illegible or illiterate response. Do not code if only a few words are unreadable, but if the words in question might change the score, code 7.

8 Misunderstands the question or writes on completely different subject.
Writes a letter from Parent's Club to Pat Smith.
Writes a letter from Pat Smith about some other problem in the school.
Any other response that does not fit in another category.

9 I don't know; I am not interested in dances; I don't want to write anything.

Mark "2" if student refuses to accept the rhetoric of the assignment, then code as usual

A. Tries to write clever or sarcastic letter which student did not think the Parent's Club would take seriously.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet B

EXERCISE 1 - 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

____ ____ S

____ ____ K

____ ____ C

____ ____ P

____ ____ A

____ ____ R

____ ____ W

____ ____ E

____ ____ X

____ ____ ____ Number of Words

Exercise 2 - 201004-481 Friday Dance

Quality of the Argument

NAEP Categories

0 1 2 3 7 8 9

"Turn to page 3, exercise 2. Follow along as I play the tape with its directions.

DON'T READ THIS IS ON TAPE

"You are going to hear a teacher, Miss Brown, talking to a boy named Billy. Miss Brown is going to give Billy a message. She wants him to write down the message and then take it to another teacher. Pretend that YOU are Billy. LISTEN CAREFULLY TO WHAT YOU SHOULD PUT IN THE MESSAGE."

TELEPHONE CONVERSATION

"Now you will hear Billy and Miss Brown again. Pretend that you are Billy again. Listen carefully, and this time try to write the note that Miss Brown asks Billy to write."

TELEPHONE CONVERATION

"Now write or print your note on the lines provided. You will have 10 minutes to write your note."

PAUSE - 10 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Now turn to page 5, exercise 3."

You are going to hear a teacher, Miss Brown, talking to a boy named Billy. Miss Brown is going to give Billy a message. She wants him to write down the message and then take it to another teacher. Pretend that YOU are Billy. LISTEN CAREFULLY to what you should put in the message.

(NOW LISTEN TO THE TELEPHONE CONVERSATION.)

Now you will hear Billy and Miss Brown again. Pretend that you are Billy again. Listen carefully, and this time try to write the note that Miss Brown asks Billy to write.

(NOW LISTEN TO THE PHONE CONVERSATION AGAIN.)

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet A

EXERCISE 3 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

___ ___ S

___ ___ K

___ ___ C

___ ___ P

___ ___ A

___ ___ R

___ ___ W

___ ___ E

___ ___ X

___ ___ ___ Number of Words

EXERCISE 1 B01-481 Accident Report

Overall

0 1 7 9

Completeness

Direction of Cars

1 2 3

Street Each Car Traveled

1 2 3

Traffic Light

1 2 3

Coherence

1 2 3 4

EXERCISE 2 20 1014-480 Message and Teacher

Overall

0 1 7 9

Item Wanted

1 2 3

Where

1 2 3

When

1 2 3

201014-480 MESSAGE TO TEACHER

OVERALL

0 No response to entire exercise (blank page). No further coding

1 Some attempt at exercise (anything except IDK)

7 Illegible, illiterate, other non-rateable. No further coding

9 I don't know to entire exercise. No further coding

ITEM WANTED

1 Does not mention chalk

2 Mentions chalk

3 Says something other than chalk

WHERE

1 Does not mention Miss Brown's room
"Please send a box of chalk."

2 Mentions the chalk should be sent to Miss Brown's room or to Miss Brown.

3 Mentions another place or is not specific - to the room, to the principal's room.

WHEN

1 Does not mention when the chalk should be delivered.

2 Mentions the chalk should be sent tomorrow morning or in the morning.

3 Mentions a different time or is not specific - tomorrow afternoon, tomorrow, some morning.

EXERCISE - 201017 LETTER TO HURT CLASSMATE

"Follow along as I read the directions to you.

"Pretend that one of your classmates has hurt his/her leg and will have to stay at home for a long time. Your class would like to cheer him/her up. You have decided to write him/her letters.

"Write a letter to your classmate. Write the kind of letter you think she/he would be happy to get. You will have 10 minutes to complete the exercise."

PAUSE - 10 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP".

Pretend that one of your classmates has hurt his/her leg and will have to stay at home for a long time. Your class would like to cheer him/her up. You have decided to write him/her letters.

Write a letter to your classmate. Write the kind of letter you think she/he would be happy to get.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet E

EXERCISE 1 - 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

____ ____ S

____ ____ K

____ ____ C

____ ____ P

____ ____ A

____ ____ R

____ ____ W

____ ____ E

____ ____ X

____ ____ ____ Number of Words

EXERCISE 2 - 203014-481 Woman's Place

Point of View

0 1 2 3 4 7 8 9

EXERCISE 3 - 201017-481 Letter to Hurt Classmate

Entire Exercise

0 1 2 7 9

Acceptable Greeting

0 1 2

Acceptable Closing

0 1 2

Is a Letter Body

0 1 2

Is Readable

0 1 2

Is on the Subject

0 1 2

201017-481 Letter to Hurt Classmate

ENTIRE EXERCISE

0 No Response. No further coding.

1 Acceptable

2 Not acceptable
The response is illegible or illiterate or otherwise unreadable.
The response is not a letter body (is a copy of the question or a response such as "he should write a letter & say that he misses him in school.")
The response is not on the subject. Letter should be to a classmate but respondent does not have to mention the leg problem.

7 Illegible or illiterate.

9 I don't know

ACCEPTABLE GREETING

0 Does not include greeting.

1 Acceptable Greeting - any greeting Hi, Hello, etc. or any name with or without Dear.

2 Unacceptable Greeting - Dear with no name, etc.

ACCEPTABLE CLOSING

0 Does not include closing - nothing beyond letter, only signature, name or initials or name followed by "your friend", etc.

1 Acceptable closing - any nice ending including last few words of letter body.

2 Unacceptable closing - from, etc.

IS A LETTER BODY

0 Does not include letter body.

1 Does include letter body.

2 Not acceptable - writes something other than a letter (spelling words, etc.)

IS READABLE

0 No response

1 Is Readable - scorer should be able to make some sense out of the letter in one careful reading.

2 Illegible, Illiterate

201017-481 Letter to Hurt Classmate cont.

IS ON THE SUBJECT

0 No response

1 Is on the subject - leeway was given about what information the letter should include.

2 Not on subject, letter is clearly to someone other than the hurt classmate. (teacher, grandmother, etc.)

Exercise - 201018 Telephone Conversation

Read the following directions for Exercise 1 to the class. (Read only these instructions and offer no further explanations.)

"Open your booklet to page one. Follow along as I play the tape with the directions:

TAPE

(You are going to hear a telephone conversation between two boys, Sam and Al. During the conversation, you will discover that Al is going to have to write a note to another boy, Fred. Listen carefully to find out the things that Al will have to say in his note.)

(Tape gives directions and plays the message twice.)

PAUSE - 2 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Now look at exercise 2."

You are going to hear a telephone conversation between two boys, Sam and Al. During the conversation, you will discover that Al is going to have to write a note to another boy, Fred. Listen carefully to find out the things that Al will have to say in his note.,

(NOW LISTEN TO THE PHONE CONVERSATION.)

You will now have another chance to hear the conversation between Sam and Al. Listen to it carefully again and then, when the boys have finished talking, write the note that you think Al should write to Fred.

(NOW LISTEN TO THE PHONE CONVERSATION AGAIN.)

DO NOT GO ON TO NEXT EXERCISE UNTIL TOLD TO DO SO.

Student Label

SCORER'S ANSWER SHEET

Grade 8 - Packet D

EXERCISE 1 201018-081 Telephone Conversation

Completeness
0 1 2 3 4 7 9

Coherence
1 2 3

Game
0 1 2

Time
0 1 2

Place
0 1 2

EXERCISE 2 201002-481 Thank You Letter

Overall Note
0 1 2 3 4 7 9

Thank You
1 2

Other Expressions of Appreciation
1 2

Names Gift
1 2

Includes Extra Information
1 2

EXERCISE 3 101003-081 Music

Structural Tendencies
0 1 2 3 4 5 6 7 8 9

Orientation of the Response
0 1 2 3 4 5 6 7 8 9

Use of Figurative Language
0 1 2 3 4

Use of Cliches
0 1 2 3 4

201018-081 Telephone Conversation - Game at Mott St. Field

OVERALL COMPLETENESS

0 No response to entire exercise (blank page).
(Do not code A, B, or C ovals in this case.)
See additional guide -

1 No correct information

2 One correct response

3 Two correct responses

4 Three correct responses

7 Entire exercise illegible, other non-rateable. No further coding.

9 I don't know to entire exercise.
(Do not code A, B or C ovals in this case.)

COHERENCE

1 An ordering of facts with no combinations or relations between individual facts.

2 Some explanation or flow through clustering of such things as location and time. Two or three related facts are grouped together but these groupings are not related to other groupings.

3 All facts are ordered with some overall unity. There is a progression of details and an inter-relating of individual facts.

GAME

0 Does not mention game.
(ex: something about 10 o'clock at Mott St. Field.
or: 10 o'clock I don't know the rest.)

1 Mentions the game.

2 Mentions something instead of the game
(ex: the play was changed to 10 o'clock)
Illegible

201018-081 Telephone Conversation - cont.

TIME

0 Does not mention time of day of the game.
Ex: the game was changed to Mop Street Field.

1 Mentions the time changed to 10:00 or the time is 10:00.
Ex: the time of the game is changed. Meet me there at 10:00.

2 Mentions that the time was changed to any other time.
Mentions that the time was changed, but does not say to when.
Illegible

PLACE

0 Does not mention place. (See you there.)

1 Mentions Mott St. Field.
(Accept any name sounding like "Mott"; "Field" does not have to be included, but if included, must be correct or "Park.")

2 Mentions a different place.
Indicates that it is at a different place, but doesn't say where
Illegible

"Turn to page 7, exercise 2.

"Pretend that your name is Dale Roberts and you live at 1545 Lake Street in Narka, Kansas. The zip code for Narka, Kansas, is 66960. You have written a letter to John Way. He lives at 345 Moose Street, Nome, Alaska. The zip code for Nome, Alaska, is 99762. Address the envelope below. Make sure you write down everything that should go on the envelope. You will have five and one-half minutes to work. Begin now."

PAUSE - 5 1/2 minutes

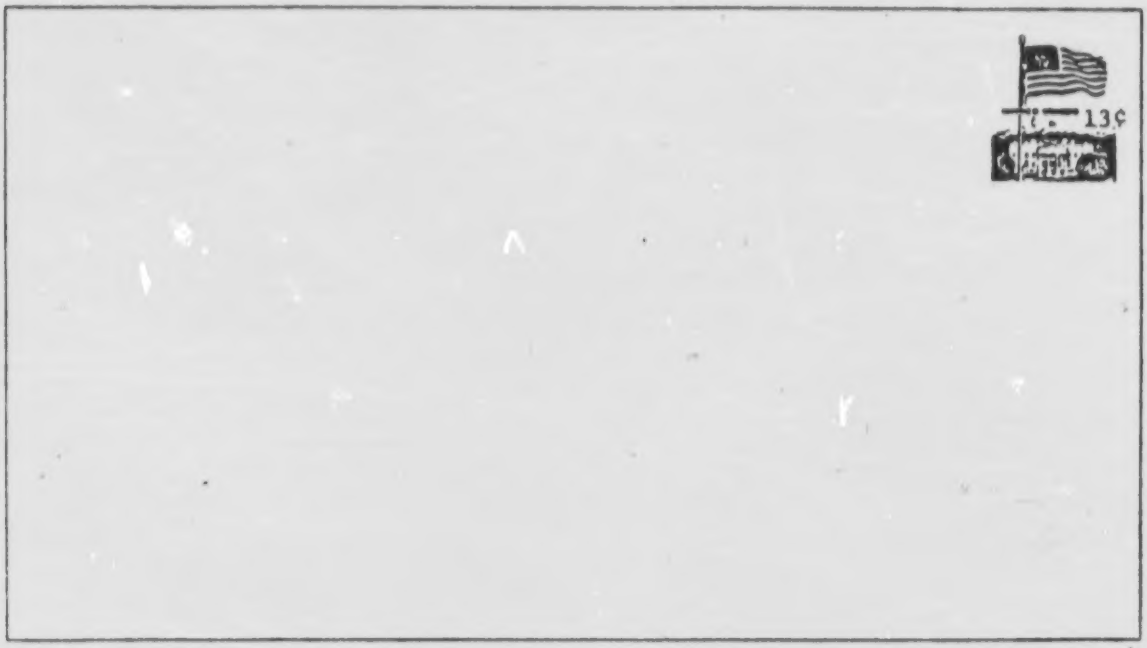
ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP".

NOTE: 9 year-olds were given 5½ minutes. If used for 13 year-olds reduce to 3½ minutes.

Directions:

Pretend that your name is Dale Roberts and you live at 1545 Lake Street in Narka, Kansas. The zip code for Narka, Kansas, is 66960. You have written a letter to John Way. He lives at 345 Moose Street, Nome, Alaska. The zip code for Nome, Alaska, is 99762. Address the envelope below. Make sure you write down everything that should go on the envelope.



DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet C

EXERCISE 1 203008-480 Moon Report
Explanatory Ordering through Detail - Original

0 1 2 3 4 7 8 9

Commentary, Cosmetic and Mechanics Changes - Rewrite or Corrections

0 1 Overall

0 1 Commentaries

0 1 Cosmetic

0 1 Mechanical

0 1 Grammatical

0 1 Continuational

Informational Stylistic and Organizational Revisions

0 1 Informational

0 1 Connectional or Transitional

0 1 Stylistic

0 1 Organizational

0 1 Total or Holistic

0 1 Non-describable

EXERCISE 2 - 201021-480 Address Envelope

Return Name
0 1 2 9

Return Address
0 1 2 9

Return City, State, Zip
0 1 2 9

Name
0 1 2 9

Address
0 1 2 9

City, State, Zip
0 1 2 9

201021-480 Address and Envelope

SENDER - upper left of envelope

RN: RETURN NAME		RA: RETURN ADDRESS		RC: RETURN CITY	
0	no response	0	no response	0	no response
1	Dale Roberts (+Mr. Dr. etc.) other acceptable D. Roberts D. R. Dale Allen Roberts	1	1545 Lake St. 1545 Lake other acceptable 1545 Lake Blvd. Lake Street careless error on 1545	1	Narka, Kansas 66960 Ka. or Kan. okay city and state on same line Narka, Kansas 66960 city and state on different lines partial inf. but letter could be returned ZIP only city & state only c,s,&z but careless error on zip
2	garbage	2	garbage	2	garbage
2	other unacceptable wrong place	2	other unacceptable wrong place	2	other unacceptable wrong place
2	John Way	2	345 Moose	2	Nome, Alaska 99762
2	gives name not in exercise	2	gives address not in exercise	2	gives CSZ not in exercise
9	I don't know	9	I don't know	9	I don't know

201021-480 Address and Envelope

RECEIVER - middle of envelope

N: NAME		A: ADDRESS		C: CITY, STATE, ZIP	
0	no response	0	no response	0	no response
1	John Way (+Mr. Dr. etc.)	1	345 Moose St. 345 Moose	1	Nome, Alaska 99762 Ak okay for state city & state on same line
1	other acceptable J. Way John M. Way	1	other acceptable 345 Moose Ave. Moose St. careless error 345	1	Nome, Ak 99762 city & state on different lines
				1	partial inf. but letter could be sent ZIP only city & state only c, s & z but careless error in zip
2	garbage	2	garbage	2	garbage
2	other unacceptable wrong place	2	other unacceptable wrong place	2	other unacceptable wrong place
2	Dale Roberts	2	1545 Lake St.	2	Narka, Kansas 66960
2	gives name not in exercise John Wayne	2	gives name not in exercise	2	gives name not in exercise
9	I don't know	9	I don't know	9	I don't know

PLEASE READ ONLY THESE INSTRUCTIONS. DO NOT OFFER ANY FURTHER EXPLANATIONS.

Exercise 1 Job Application

"Follow along as I read the exercise and directions:

Administrator read this →

SUMMER ONLY

Need two high school students to work in large clothing store. $85 week, July and August. Write John Fried, Box Z6078, New York Times, New York, N.Y. 10017.

Chris Jones lives at 3600 Larch Street in New York, New York, 10004. Chris has finished the junior year at Truman High School and has been looking for a summer job. Chris spotted this advertisement in the New York Times and has decided to apply for the job. Write Chris' letter of application to Mr. Fried. Space has been provided below and on the next page. You will have 18 minutes. Please begin."

PAUSE - 18 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Now look at page 3, exercise 2."

SUMMER ONLY

Need two high school students to work in large clothing store. $85 week, July and August. Write John Fried, Box Z6078, New York Times, New York, N.Y. 10017.

Chris Jones lives at 3600 Larch Street in New York, New York, 10004. Chris has finished the junior year at Truman High School and has been looking for a summer job. Chris spotted this advertisement in the New York Times and has decided to apply for the job. Write Chris' letter of application to Mr. Fried. Space has been provided below and on the next page.

PLEASE CONTINUE ON THE NEXT PAGE.

SCORER'S ANSWER SHEET

Grade 11 - Packet C

69

Student Label

EXERCISE 1 - 202013-001 Job Application

Overall

0 1 7 9

General Statement about Education

0 1 2 3 4

General Statement about Work Experience

1 2 3 4

Facts Relevant to Job

1 2

Behavioral Traits Relevant to Job

1 2

Other Qualifications

1 2

Appeals

1 2

The Job

1 2 3

References

1 2 3

Interview

1 2 3

Contact

1 2 3

FORMAT OF LETTER

Return Address

1 2 3 4

Date

1 2 3

Inside Address

1 2 3 4

Greeting

1 2 3 4

Closing

1 2 3

Signature

1 2 3

Coherence

1 2 3 4

EXERCISE 2 - 201004-481 Friday Dance

Quality of the Argument

0 1 2 3 7 8 9

EXERCISE 3 - B-01-481 Accident Report

Overall

0 1 7 9

Completeness

Direction of Cars

1 2 3

Street Each Car Traveled

1 2 3

Traffic Light

1 2 3

Coherence

1 2 3 4

202013-001 Job Application

OVERALL

0 No Response

1 Some Attempt

7 Illegible

9 I don't know

EDUCATION AND TRAINING Remember - (only one may be marked)

1 Did not give education and training.

2 Tells how much school is completed or what grade they are in.

3 Gives specific courses or general study program in school.
Special training outside school. Must be RELATED to the job.

4 General statement of education or education NOT related to job.
I have just completed another successful year in school.
I have a good education.
(auto mechanic) - Majoring in English
Major courses were academic

EXPERIENCE Remember - (only one may be marked)

1 Did not give experience.

2 Gives specific duties of a previous job.

3 States he or she has experience at a specific job.
Gives himself a title, "I am a _____".
I have worked as a clerk at Woolworths.

4 General statement about work experience.
"I have worked before".
"I have worked at Woolworths".
"I have not worked before".

202013-001 Job Application

FACTS RELEVANT TO JOB

1 Did not give facts relevant to job.

2 Mentions facts relevant to the job.
Member of student council, cites awards received, give age.
Give grade point average, tells grades received in relevant courses.

BEHAVIORAL TRAITS RELEVANT TO JOB

1 Did not give behavioral traits.

2 Mentions behavioral traits relevant to job.
Dependable, trustworthy, reliable, hard working, good school attendance record, intelligent, smart, capable, talented, enjoys meeting people, good personality.

OTHER QUALIFICATIONS

1 No other information mentioned.
Other information (may or may not be relevant to job).
When or how long can work, applying for a summer job, have work permit, have own tools, have own transportation.

APPEALS

1 Did not mention a reason for wanting or needing a job.

2 Did mention reason for wanting or needing a job: money for college or to support family, to gain experience in field.

THE JOB

1 Did NOT attempt to describe job for which application was written.

2 Describes job correctly, direct or indirect.
Restatement of information in ad.

3 Describes job incorrectly.
Ad in the New York Times.

REFERENCES

1 Did NOT attempt to provide references.

2 Correct reference provided - states who and how to contact.
I can provide references.

3 Incorrect references provided.
Call John Smith. (no number given)

INTERVIEW

1 Did NOT mention willingness to appear for an interview.

2 Mentions willingness to appear for an interview, suggests meeting in person.

3 Attempt to mention interview not correctly done, ambiguous statement.

201013-001 Job Application

CONTACT

1 Did NOT indicate how he or she could be contacted.

2 Clearly indicates how he/she could be contacted. Gives name and address (sufficient) or phone no.

3 Attempt to mention how could be contacted not correctly done, ambiguous statement.

Format of Letter

RETURN ADDRESS

1 Did NOT give return address.
2 Gave return address correctly (must include address, city and state in correct format).
3 Gave return address incorrectly.

DATE

1 Did NOT give date.
2 Gave any real date in correct form. European date (day-mo.-yr.) count as 3.
3 Attempt to give date not done correctly.

INSIDE ADDRESS

1 Did NOT give inside address.
2 Gave complete and accurate inside address (Name of someone (sp. close to John Fried), city, state). Rule - could or could not have zip-must be 5 digit code.
3 Gave incomplete or inaccurate inside address.

GREETING

1 Did NOT attempt greeting.
2 Greeting was in correct form.
3 Greeting was not in correct form.

CLOSING

1 Did NOT include closing.
2 Closing was in correct form.
3 Closing was not in correct form or not appropriate.
Your next vice president (sarcastic or silly resp.)

SIGNATURE

1 Did NOT sign the letter.
2 Signature had at least an initial and a last name.
3 Signature incorrect.

201013-001 Job Application

COHERENCE

1 No organization through ordering of detail.

Pupils list separate facts of their job qualifications. However, the paper is brief and the information is presented randomly with little or no connection. These papers may have bits of related information but if the dominant tendencies is to list facts in a random order the paper is a "1".

2 Some organization through ordering of detail.

Some organization is present but the paper is sketchy and underdeveloped. They contain clusters where two or three related facts are grouped together. However, these groupings are disconnected from each other. Typically a "2" paper may start as a listing of facts and then jump to brief separated clusters of related facts with no transition between these clusters. A "2" paper may have isolated sentences but it must predominantly (over 50%) be a series of clusters.

3 Good organization with sections of related facts.

These papers contain 2 or 3 major sections which are internally consistent but have no transition or relationship between the sections. There may be brief clusters or isolated facts between the sections. Some "3" papers may discuss several facts one of which is developed into a section which dominates the paper.

4 Systematic organization through an ordering of all facts and relating of all facts so that overall unity is present.

These papers present facts in a related manner so as to produce a totally coherent and developed narrative. The selection, ordering and developing of detail and events is done on the basis of an overall principle of unity.

EXERCISE - 203008 MOON REPORT

"Turn to page 1, exercise 1 in your booklet. This is a two-part exercise. Follow along as I read the directions to you.

"One of the things you do in school is to write reports for science, social studies, and other subjects. Imagine that you are going to write a report about the moon for your science class.

"In the box below are some facts about the moon which you can use in your report. You may also add other facts that you remember about the moon from your reading and classwork, from television, or from listening to people.

"Write your report as you would tell it to your class. Space is provided on the next three pages. Be sure to report the facts in an order that will be clear and that will make sense to your classmates.

FACTS ABOUT THE MOON
made of rock
mountainous, contains craters
covered with dust
no air or water
no plant or animal life

"You will have 15 minutes. Please begin."

PAUSE - 15 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Please stop writing. Put down your pencil. Your pencils will be collected. You should now use a blue pencil in the next part of the exercise."

DISTRIBUTE BLUE PENCILS TO ALL STUDENTS.

"Turn to page 4, exercise 1, part 2 in your booklet.

"Follow along as I read the directions you.

"Now that you have finished writing the first part of exercise 1, take time to read over your report and think about these questions:

1. Have you organized your report clearly?
2. Will your classmates understand it?
3. Have you said it in the best way you know how?

"Make any changes you think will make your report better. You may even change your entire report if you think it is necessary. If you want to make any changes you may cross out words on the report you have already written or redo your report on the lines below. Use the blue pencil you have been given. You will have 13 minutes. Please begin."

PAUSE - 13 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"STOP - now close your booklet and listen carefully for further directions."

Directions:

One of the things you do in school is to write reports for science, social studies, and other subjects. Imagine that you are going to write a report about the moon for your science class.

In the box below are some facts about the moon which you can use in your report. You may also add other facts that you remember about the moon from your reading and classwork, from television, or from listening to people.

Write your report as you would tell it to your class. Space is provided on the next three pages. Be sure to report the facts in an order that will be clear and that will make sense to your classmates.

FACTS ABOUT THE MOON
made of rock
mountainous, contains craters
covered with dust
no air or water
no plant or animal life

PLEASE CONTINUE ON THE NEXT PAGE

Now that you have finished writing the first part of exercise 1, take time to read over your report and think about these questions:

1. Have you organized your report clearly?
2. Will your classmates understand it?
3. Have you said it in the best way you know how?

Make any changes you think will make your report better. You may even change your entire report if you think it is necessary. If you want to make any changes you may cross out words on the report you have already written or redo your report on the lines below. Use the blue pencil you have been given.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 8 - Packet C

EXERCISE 1 B-01-481 Accident Report

Overall

0 1 7 9

Completeness

Direction of Cars

1 2 3

Street Each Car Traveled

1 2 3

Traffic Light

1 2 3

Coherence

1 2 3

EXERCISE 2 203008-480 Moon Report

Explanatory Ordering through Detail - Original

0 1 2 3 4 7 8 9

Commentary, Cosmetic and Mechanics Changes - Rewrite or Corrections

0 1 Overall

0 1 Commentaries

0 1 Cosmetic

0 1 Mechanical

0 1 Grammatical

0 1 Continuational

Informational Stylistic and Organizational Revisions

0 1 Informational

0 1 Connectional or Transitional

0 1 Stylistic

0 1 Organizational

0 1 Total or Holistic

0 1 Non-discribable

203008-480 Moon Report

EXPLANATION THROUGH ORDERING OF DETAIL

0 No Response to Entire Exercise. Code in for original and revision.

1 No Explanation through ordering of Detail
Respondents write about the moon or mention some of the "facts". However, the paper is brief, only one or two statements, or the information is disjointed. Facts and ideas are presented randomly or with little or no explanation. These papers may have bits of related information, but if the dominant tendency is to list facts in a random order or without explanation, the paper is a "1".

2 Some Explanation through Ordering of Detail
Some explanation is present, but papers are sketchy and underdeveloped. They contain clusters where two or three related facts and ideas are grouped together. However, the groupings are disconnected and randomly presented. Typically these papers jump from one briefly supported idea or set of related facts to the next with no transitions. A 2 paper can have isolated sentences, but it must predominantly (over 50%) be a series of clusters. Often this type of paper starts by listing facts, but then moves on to groupings.

3 Explanation through Ordering of Detail without the Presence of Overall Unity
These papers present an idea or fact which they expand and elaborate with a logical (not necessarily scientifically accurate) progression of supporting information. Papers may contain 2 or 3 major sections which are internally consistent, but no transition or relationship between the sections is clearly established. The two or three main sections can have brief clusters, isolated details, or irrelevant facts interspersed. Other"3" papers may discuss several topics only one of which is developed into a section which dominates the paper. For example, the respondent may open with a list of facts, but unify the rest of the paper.

It should be noted that some "3" papers appear to have the overall unification characteristic of "4" papers.

For Example:

1. topics are related, but the topics are not developed beyond clusters
2. a subject (astronauts) may be mentioned throughout, but the paper has two separate sections
3. the paper has a definite beginning and end - yet the information in the paper is underdeveloped or the development is unrelated to the beginning or end.

4 Systematic Explanation through Ordering of Detail so Overall unity is Present
These papers present facts and ideas so as to produce a totally coherent and developed explanation. The selection, ordering, and developing of details, facts, and ideas is done on the basis of an overall principle of unity. For example, an historical perspective describing people's changing attitude toward the moon across time could be used. Thematic approaches, such as a hypothetical trip to the moon, a report about astronauts, or a contrast between past and present could also be used as unifying principles.

6 No Version Present
1. If scoring the original, there is no writing in pencil
2. If scoring the revision, there is no writing in pen

7 Illegible, Illiterate

8 Misunderstands the Task or Writes on a Totally Different Subject
(Do not use this category for papers that confuse the earth and the moon)

9 I Don't Know to Entire Exercise Code in for both original and revision

203008-480 Moon Report

COMMENTARY, COSMETIC AND MECHANICS AND CHANGES

0 No changes - No further scoring

1 Some change or revision (in blue) no matter how minimal.

/ Commentaries - marks in blue other than those of actual revision, comments on original response, or revision, or NAEP, etc. Not doodles or scribbles.
a. I don't to change my paper.
b. This is dumb.
c. The end added in blue.

/ Cosmetic - changes in appearance or legibility. Tracing over the pencil with blue or recopying a portion of the original, however small and whether or not changes were made. (Printing to writing - crossing a "T" dotting an "I")

/ Mechanical - changes in spelling, punctuation, underlining, paragraph symbols, capitalization, etc. Bears little or no relationship to content or arrangement, purpose is to produce a "correct" paper. Mechanical changes due to adding or deleting content does not count. (Homonyms Run-ons, Capitals)

/5 Grammatical and Usage - concern for grammatical conventions, verb forms, subject verb agreement, pronoun-antecedent relationships, and filling in ommissions. Little to do with content or organization, purpose is adherance to "standard" grammar and usage. (Run-on sentences)

/ Continuational - addition of word, phrase, sentence, or section to the end of the original essay, either in the space provided for the original or the revisions.

203008-480 Moon Report

INFORMATIONAL, STYLISTIC, AND ORGANIZATIONAL REVISIONS

0 No changes of this sort

1 Informational - additions or deletions of bits or pieces of informational material, facts, ideas, or attitudes about the moon. Elaborations in terms of judgements and attutudes. Takes precedence over stylistic.

2 Connectional and Transitional - deletion or addition of connectives or short transitional sections or the substitution of one kind of connective or transitional link for another. Use of linguistic connectors to show relationships between one element or detain and another. The two parts must be within the body of original essay, don't confuse with information additives (0 in second set.) Takes precedence over Stylistic and grammatical.

3 Stylistic - change substituting one word, phrase or sentence for another or deleting a word phrase or sentence. Does not alter informational content, concern is for accuracy, precision, concreteness, emphasis or conciseness. (Addition of title)

4 Organizational - rearrangement or reordering of elements at the sentence level or above, sentences, groups or sentences, or paragraphs. Moving a sentence or section to another location in the paper, whether it helps or hinders the organization of the paper.
Taking part or a sentence as a title.

Note: Rearrangement of words or phrases is classified either as grammatical or stylistic. "Sentence" is to include one comlete part of a compound sentence.

5 Total or holistic - evidence of a radical departure from the overall approach taken in the original. A totally different response may be written, or revisions so major the difference in the original and the revision cannot be described by the various types of revisions. Do not code other changes with holistic change.

6 Non-discribable - revisions in words, phrases, sentences, or sections that are illegible, or so incoherent and jumbled that a description of revision types is impossible.

Exercise - 2[illegible]012 Famous Building

Read the following directions for exercise one to the class. (Read only these instructions and offer no further explanations.)

"Open your booklet to page one. Follow along as I read the exercise and directions:

Everybody knows of something that is worth talking about. Maybe you know about a famous building like the Empire State Building in New York City or something like the Golden Gate Bridge in San Francisco. Or you might know a lot about the Mormon Tabernacle in Salt Lake City or the new sports stadium in Atlanta or St. Louis. Or you might be familiar with something from nature, like Niagara Falls, a gigantic wheat field, a grove of orange trees, or a part of a wide, muddy river like the Mississippi.

There is probably something you can describe. Choose something you know about. It may be something from around where you live, or something you have seen while traveling, or something you have studied in school. Think about it for a while and then write a description of what it looks like so that it could be recognized by someone who has read your description.

Name what you are describing and try to use your best writing. Write your description on the lines provided on pages 2, 3, and 4. You will have 26 minutes."

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

Everybody knows of something that is worth talking about. Maybe you know about a famous building like the Empire State Building in New York City or something like the Golden Gate Bridge in San Francisco. Or you might know a lot about the Mormon Tabernacle in Salt Lake City or the new sports stadium in Atlanta or St. Louis. Or you might be familiar with something from nature, like Niagara Falls, a gigantic wheat field, a grove of orange trees, or a part of a wide, muddy river like the Mississippi.

There is probably something you can describe. Choose something you know about. It may be something from around where you live, or something you have seen while traveling, or something you have studied in school. Think about it for a while and then write a description of what it looks like so that it could be recognized by someone who has read your description.

Name what you are describing and try to use your best writing.

PLEASE CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 8 - Packet A

EXERCISE 1 - 203012-081 Famous Building - Mechanics

Overall

0 1 7 9

Writing Mechanics

____ ____ S

____ ____ K

____ ____ C

____ ____ P

____ ____ A

____ ____ R

____ ____ W

____ ____ E

____ ____ X

____ ____ ____ Number of Words

EXERCISE 2 - 201017-481 Letter to Hurt Classmate

Entire Exercise

0 1 2 7 9

Acceptable Greeting

0 1 2

Acceptable Closing

0 1 2

Is a Letter Body

0 1 2

Is Readable

0 1 2

Is on Subject

0 1 2

203012-081 Famous Building - Mechanics

OVERALL

0 No response to entire exercise (blank page) No further coding

1 Some attempt at the exercise

7 Illegible, illiterate or other non-rateable No further coding

9 I don't know to the entire exercise No further coding

WRITING MECHANICS

1. S - Spelling Errors

This markings should decribe obvious spelling errors. Sometimes a spelling error and work choice error may be confused. As a rule (1) If the word in question was totally incongruous to the context of the sentence, the pupil probably made a spelling error. However, if (2) the work "sort of" made sense in context but was the wrong word it was probably a word choice error.

Agreement takes precedence over spelling.

Spelling errors include: letter reversals, b,d; word reversals, saw, was; plurals not formed, United State, or formed incorrectly, pianoes; homonyms, there, their; accept, except; its, it's; to, too, two.

Other spelling errors are making one word into two - room mate.

Note - Abbreviations or mistakes with a abbreviations are not scored as errors of any kind.

203012-081 Famous Building - Mechanics

WRITING MECHANICS

2. K - Word Choice

A word choice error results when one word is used instead of another which would clearly be better. If a particular word could be changed one or more ways, any of which would correct the diction error, a word choice error (K) should be marked.

Word choice errors include: Structure words; among, between; on, onto, on to; in, into, in to; opposite of , opposite to, opposite from; different from/than.

Form words; (nouns, verbs, adjectives or adverbs) off by same shade of meaning.

Wrong principle part of the verb - but clearly not agreement or awkward. He found the stole^{K} treasure.

Attempted verb, adjective or adverb forms which are nonexistant or unacceptable.

beautifulest, busted

different/differently - differently means in a different manner

of/have That is not what he should of^{K} done.

rise/raise Raise is to cause to lift.

sit/set Set or lay is to place.

lie/lay

than/then than, a comparison; then, for "at that time"

who/ which/ that who is people; that is people, animals things, which, animals things

WRITING MECHANICS

2. K Word Choice cont.

Note - There is some possible confusion of word choice with spelling errors. For example: They had a lots of money. This is scored as a word choice error. Word choice(w) takes precedence over spelling (s) when a wrong word is misspelled.

3. C - Capitalization

Capitalization is treated liberally. Errors which are scored are only these:

First word in a sentence

Proper nouns within a sentence

Proper adjectives within a sentence

The pronoun I whenever it occurs

No other capitalization errors a e scored!

Capitalization maybe scored along with other errors.

Example: A citizen of frace sc

A paper written entirely in capitals has no capitalization errors.

4. P - Punctuation

Commission or omission errors involving commas, dashes, quotes, semicolons and apostrophes are scored as punctuation errors. End marks are treated separately (E).

This scoring is based on the most informal rules of usage. The writer should be gi n the benefit of any doubt. Each sentence is scored for punctuation errors where the error occurs.

Score the following situations. 80

203012-081 Famous Building - Mechanics

WRITING MECHANICS

5. A - Agreement

Score this if at least one agreement error is present in a sentence. Do not score multiple errors. Agreement takes precedence over spelling and word choice errors.

6. R - Run on Sentence

Run on sentences for the purpose of this scoring are four or more independent clauses strung together with conjunctions instead of, or in addition to conventional marks of punctuation. The conjunctions joining the clauses need not all be the same.
Examples: We went to the beach and my daddy went sailing and my mommy went swimming and I made a sand castle.
I went to the store and I was supposed to buy milk and bread but I forgot the milk so my mom made me go back and then I forgot the money.

Do not score run on sentences for colons, semicolns or end marks unless the end mark is missing at the very end of the essay.

Run on sentences for the purpose of this scoring include fused sentences - two or more independent clauses with no punctuation or conjunction separating them.
Example: She heard the music she didn't like it.

Run on sentences for the purpose of this scoring include comma splice - two or more independent clauses joined by a comma instead of a semicolon or coordinating conjunction.
Example: She heard the music, she didn't like it.

203012-081 Famous Building - Mechanics

WRITING MECHANICS

7. W - Awkward

Awkward Sentence - Examine each sentence to see whether it is awkward. Score a sentence for awkwardness once, regardless of the number of faults in that sentence. If a sentence can be fixed several ways, the various changes involving different or more than one word, mark the sentence awkward.

Caution: Do not edit a sentence by deciding what to eliminate. Score what you see--not what you think you see. It is easy to automatically edit a sentence or force an interpretation that corrects an awkward sentence.

Example: They have a lots of money. W

Note: Check conjunctions before marking a sentence awkward.

Awkwardness includes:

A. Faulty subordination--putting the main idea into a dependent clause and a secondary idea into a main clause.

Example: The boy who used to live across the street had red hair when he brought his pet monkey to school on Thursday.

B. Unclear pronoun antecedent accounts for 50% of awkwardness errors.

Example: Peter was asked to bring in Mr. Cary's report when he came in.

C. Dangling (misplaced) modifier

Examples: Walking down the street, the lady met a policeman in a green dress.

WRITING MECHANICS

7. W Awkward cont.

Never eat tomatoes unless thoroughly stewed.

Students are taught to examine critically conflicting points of view.

Note: Give benefit of doubt on word placement.

D. Omitted or extra words - Anything missing is W

1. When part of the verb (auxiliary or main) is missing, or when the subject or the entire verb is missing, mark W.

2. Two similar adjectives get W for redundance.

Example: the big, huge river

3. Other redundancies get W also. Ex. Where is it at?

4. A double negative gets W for extra words.

E. Faulty Coodination

Two or more independent clauses which are written as one sentence but are not logically related.

Example: The chair is orange and my uncle had surgery last Thursday.

F. Mixed or illogical construction.

1. Faulty parallelism. Two or more ideas expressed in a sentence and connected with a coordinating conjunction or by either-or neither-nor, not-but, not only-but also

WRITING MECHANICS

7. W Awkward cont.

both-and must be constructed similarly (phrases, clauses, gerunds, infinitives, etc.)

Examples: They went swimming, diving, and for a walk. Neither is Mary able to cook nor eager to learn.

2. Separation of subject and verb, parts of a verb, or verb and object can be awkward.

Example: Wild dogs had, for several sleet-ridden and storm-ravaged winter days when food was scarce and the marrow seemed to freeze in the bones, been seen on the hills.

G. Split construction

1. A split infinitive occurs when a modifier is inserted between "to" and the verb form.

Example: It was impossible to even see a foot ahead.

Note: There are occasions when splitting an infinitive produces the smoothest sentence. Use your own judgement.

H. Fragment incorrect

Fragment Incorrect--any word group, other than an independent clause, written and punctuated like a sentence. If the subject or the entire verb is missing, the word group is a fragment.

WRITING MECHANICS

7. W Awkward cont.

A fragment is automatically awkward. Fragments containing agreement errors should be so marked.

Notes: When the subject is understood, the sentence is complete.

Do not score end punctuation at the end of a fragment unless F is at the end of the entire essay.

Fragment Correct--is not W - used in dialogue, for emphasis, or as an exclamation. Fragments are used correctly in the following situations:

Examples: "See the geese." "Where?" "Flying north."

8. E End Marks

An E mark is used to indicate missing end marks. Every sentence must have same sort of end punctuation if the next sentence starts with a capital letter.

Note: Do not score end punctuation for appropriateness. If the writer omits end punctuation but begins the next sentence with a capital letter, mark a punctuation error rather than a fused sentence (run on).

Do not insert end marks following fragments unless the fragment occurs at the end of the essey.

When an E is used X is not used.

9. X Sentences

Each sentence end is marked to use in tabulating the total number of sentences. (E + X) Total number of sentences.

EXERCISE - 203014 WOMAN'S PLACE

"Follow along on page 4 as I read the directions to you.

"Some people believe that a woman's place is in the home. Others do not. Take ONE side of this issue. Write an essay in which you state your position and defend it. Write on the space provided below and on the next page. You will have 14 minutes. Please begin."

PAUSE - 14 minutes.

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

"Now turn to page 6, exercise 3."

Exercise
203014

102

Some people believe that a woman's place is in the home. Others do not. Take ONE side of this issue. Write an essay in which you state your position and defend it.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet E

EXERCISE 1 - 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

___ ___ S

___ ___ K

___ ___ C

___ ___ P

___ ___ A

___ ___ R

___ ___ W

___ ___ E

___ ___ X

___ ___ ___ Number of Words

EXERCISE 2 - 203014-481 Woman's Place

Point of View

0 1 2 3 4 7 8 9

EXERCISE 3 - 201017-481 Letter to Hurt Classmate

Entire Exercise

0 1 2 7 9

Acceptable Greeting

0 1 2

Acceptable Closing

0 1 2

Is a Letter Body

0 1 2

Is Readable

0 1 2

Is on the Subject

0 1 2

203014-481 Woman's Place

SCORING

0 No response; fragment

1 Does not take a clear position, or takes a position but gives no reasons.
Restatement of stem
Position given then abandoned
Position confused, inconsistent, or not defined at all
Position given, no reasons for it
Note: Taking a "middle of the road" position is acceptable.

2 Takes a position and gives one unelaborated reason.

3 Takes a position and gives 1 elaborated reason, 1 elab + 1 unelab, or 2-3 unelab.

4 Takes a position and gives 2 or more elaborated reasons, 1 elab+ 2 or more unelab, or 4 or more unelaborated reasons.

7 Illegible, illiterate

8 Misunderstands the question.

9 IDK; I don't want to do it; any reason given for refusing to write a response.

203014-481 Woman's Place

SCORING EXPLANATION

The objective is to assess a respondent's ability to state a position and support the position with reasons.

Position: Position is defined as a statement indicating a stand on the subject. When a condition is put on the position, the condition becomes part of the position:

If she is capable she should go to work.
If the family needs the money she should go to work.

A condition on the position usually contains a reason, however, in this definition this reason is incorporated into the position. Statement of position can also describe the man's place:

A woman should stay home and the man should go out and work.
It's the man's place to support the family.

There may be several statements of position throughout the response, each adding to or defining (a) previous position(s). Unless two or more of the positions blatantly contradict one another, it will be assumed that they are consistent with one another.

Reason: A "reason" is defined as a statement given to support a specific position. The line between position and reason is very fine. Therefore, a reason must be stated in a form which specifically delineates it as a reason. A reason must be preceded or followed by a position to be considered a reason. A good indicator is "because", though it is not absolute:

Position + reason:	A woman's place is in the home because she needs to take care of the children.
Position:	If a woman has children to take care of she should stay home.
Position + reason:	A woman does not have to stay home because it's her right to do what she wants.
Position:	It's her right to do whatever she wishes.
Position:	A woman should stay at home because that's her job. ("because" precedes a restatement of the position.)

Statement of Facts or State of Affairs:
Statements of current or past situations are not considered as reasons unless they are stated in the form of a reason (defined above). However, these statements can be used as elaborations of a stated reason:

Many years ago women started to fight for equal rights.
They accomplished many things such as voting rights.

TEACHER: Read directions only; don't answer questions.

"Turn to page 1, exercise 1. Follow along as I read the directions to you.

"On page 1 is a diagram of a car accident. Look at the diagram and study it carefully. On page 2 write about the accident that is pictured. Be sure you are complete and use details. You have 10 minutes. Be sure to use the full time allowed. Once you begin I will not answer any questions. You are to work independently (by yourself).

"If you finish early, wait quietly. Don't go on until you are directed to."

Allow 10 minutes.

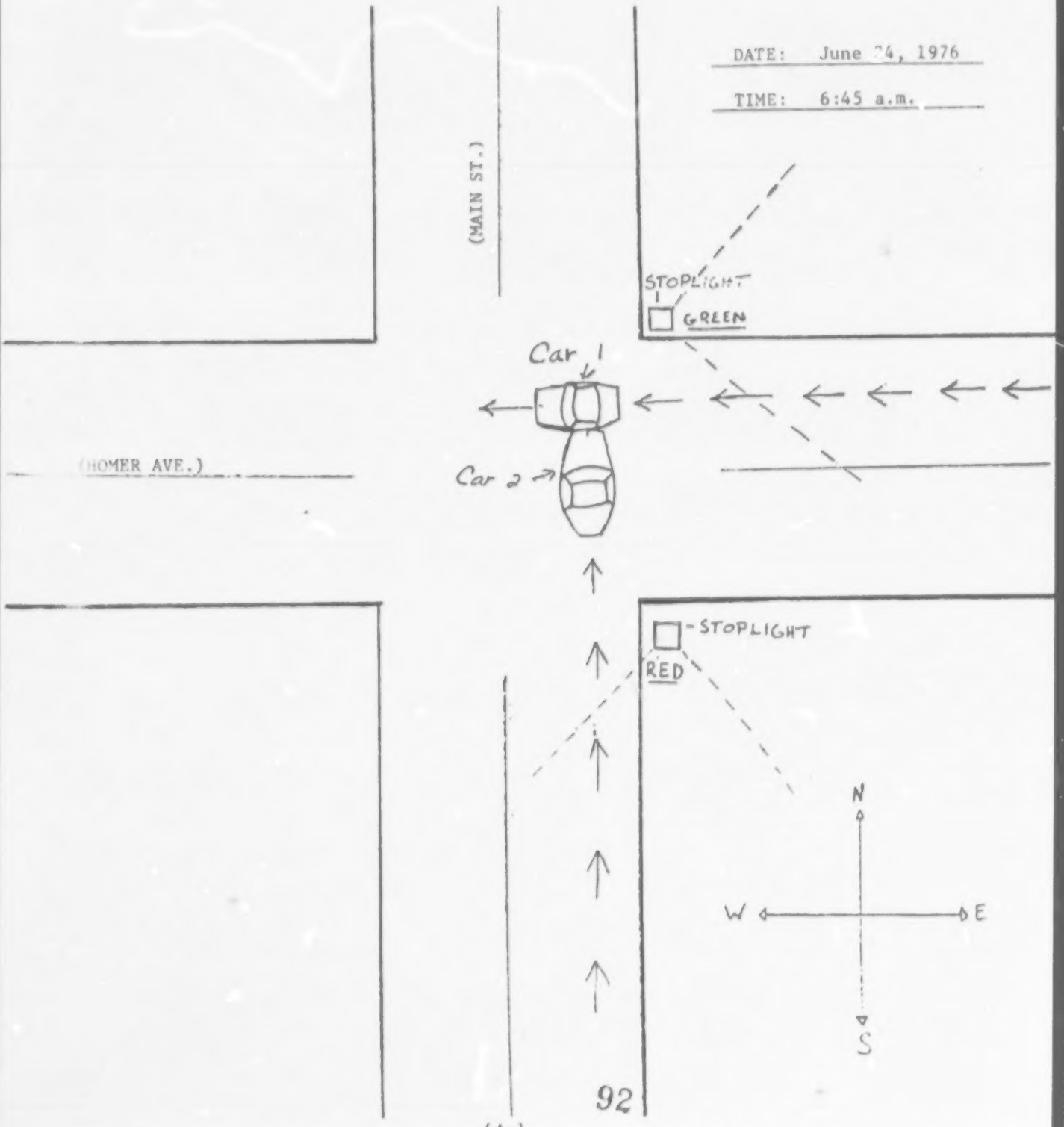
(GIVE THE FULL 10 MINUTES.)

ALL STUDENTS MUST STOP WRITING WHEN THE ALLOTTED TIME HAS ELAPSED.

DIRECTIONS FOR THE ACCIDENT REPORTING:

Below is a diagram of a car accident. Look at the diagram and study it carefully. On the next pages write about the accident that is pictured.

Be sure you are complete and use details.



Student Label

SCORER'S ANSWER SHEET

Grade 4 - Packet A

EXERCISE 3 102013-400 Kangaroo Mechanics

Overall

0 1 7 9

Writing Mechanics

____ ____ S

____ ____ K

____ ____ C

____ ____ P

____ ____ A

____ ____ R

____ ____ W

____ ____ E

____ ____ X

____ ____ ____ Number of Words

EXERCISE 1 B01-481 Accident Report

Overall

0 1 7 9

Completeness

Direction of Cars

1 2 3

Street Each Car Traveled

1 2 3

Traffic Light

1 2 3

Coherence

1 2 3 4

EXERCISE 2 20 1014-480 Message and Teacher

Overall

0 1 7 9

Item Wanted

1 2 3

Where

1 2 3

When

1 2 3

B-01-481 ACCIDENT REPORT

OVERALL

0 No response to entire exercise (blank page) No further coding

1 Some attempt (anything except) IDK

7 Illegible, illiterate, other non-rateable. No further coding

9 I don't know to entire exercise. No further coding

COMPLETENESS

Direction of Cars

1 Does not mention

2 Mentions directions of both cars

3 Mentions only one car's direction, incorrect directions or something else

Street Each Car Traveled

1 Does not mention

2 Mentions both streets

3 Mentions only one street, incorrect streets or something else

Traffic Light

1 Does not mention

2 Mentions both traffic lights or inters both

3 Mentions only one traffic light, incorrect lights

B-01-481 Accident Report

COHERENCE

1 No explanation through ordering of facts

Respondents write about the accident and mention some of the facts. However the information is disjointed. Facts are presented randomly with no explanation. There may be bits of related information but if the dominant tendency is to list facts in random order without explanation it is a "1" paper.

2 Same explanation through ordering of detail

Same explanation is present but the paper is sketchy and underdeveloped. They contain clusters where two or three related facts are grouped together. However the groupings are disconnected and randomly presented. A "2" paper can have isolated sentences but it must predominantly (over 50%) be a series of clusters.

3 Ordering of detail without overall unity

This paper presents the facts through a progression of events as a relations of the individual facts. The"3" paper contains 2 or 3 major sections which are internally consistant but have no transition or relationship between them.

4 Systematic explanation through ordering of detail so overall unity is present

These papers present facts that are well tied together in a totally coherent and developed explanation. The selection ordering and explanation of facts is done on the basis of an overall principal of unity. Such organization approaches involves the ordering of events, explanation of causes, description of reasons and others.

N A E P W R I T I N G M E C H A N I C S

S C O R I N G P R O C E D U R E S

AS IMPLEMENTED IN BLOOMINGTON

AND IN DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS (DODDS)

March 6, 1978

Written by Ina Mullis

National Assessment of Educational Progress

Adapted for use in DODDS by Dr. Orville Ruud and Dr. Joan Gibbons

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CS 204110

Personnel Needed

A replication of the Writing Mechanics scoring would not require the extensive personnel used by NAEP. The basic requirements would be:

Scorers--NAEP found that it takes approximately 20 minutes for everything in scoring a paper. Using an abbreviated scoring procedure, Bloomington scorers averaged ten minutes per paper. The number of scorers used depends primarily on any time limitations for completing the scoring, although the size of the assessment should also be considered. Three scorers are the minimum due to the need for two independent scorings and a resolver. For consistency and reliability, seven scorers are considered maximum. In Bloomington two were used with a chief scorer, a third person resolving differences and also rescoring every tenth paper.

It is strongly recommended that scorers have a background in English grammar to avoid having to teach them the essentials during the training sessions. This will save time and, therefore, money as well as increase the reliability of the scoring.

Monitor/trainer--This needs to be someone who is experienced in writing mechanics and is thoroughly familiar with the guide. This person must be capable of exerting authority as he/she is responsible for training, for quality control, for resolving scorer disputes and for retraining if scorer errors prove this to be necessary.

Tabulator--A clerical person can count the X and E's number of sentences and put all data on keypunch forms. In Bloomington a high school student accomplished this tabulation.

Size of Sample

The costly scoring procedure necessitates prudent sampling. At the national level, a subsample of 432 essays were scored for each age group. Consequently, only the results for the nation and for males and females are available for comparison.

In Bloomington 165 age 9 exercises, 142 age 13 exercises and 197 age 17 exercises were scored. These were randomly selected from exercises administered to all students at these age levels.

A probable rule for sampling is that the sample should not be less than 40 papers and, for a large population base, would not have to exceed 500. The chart below is a probable guide given the uncertainty level indicated.

SAMPLE SIZES*
For Reporting School or District Results

POPULATION SIZE	SAMPLE SIZE		
	Standard Error of P-Value =1%	Standard Error of P-Value =2%	Standard Error of P-Value =3%
30	30	20	20
50	45	30	20
70	60	35	25
100	75	45	25
150	100	50	30
200	120	55	30
300	150	60	30
500	190	65	30
700	210	70	30
1000	230	70	30
2000	260	75	35

* Simple random sampling without replacement is assumed

2. For matrix sampling of three packages, each package needs one-third of sample size listed above. The minimum sample size for each package is 20.

10/20/75

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Selection of Exercises

In the "Famous Building" or "Something Worth Talking About" exercise, 13 and 17 year old students are instructed to use their best writing. The "Kangaroo" exercise elicits inspired writing. Both "Kangaroo" and "Famous Building" have national performance data from 1969 and 1974.

Criteria For Scoring

In recent years there has been a trend to relax many of the formal structure rules once used. Contemporary English reference books list the myriads of options that are open to a writer depending upon the type of writing he or she is doing. In addition, specialized reference books have appeared for different professions and occupations. This situation made it difficult to define the main scoring categories and to determine what rules should be given with them.

The NAEP staff held many meetings to discuss which broad areas would be scored and what types of errors should fall within those areas. They took particular pains to consider all points of view. Of primary importance in formulating the final scoring guide was establishing areas that eliminated vague distinctions and, therefore, could be scored objectively without sacrificing meaningful data that would be interesting and useful to the public. NAEP also felt that regardless of individual bias and preference student writing could not be assessed by scoring on the basis of a rigid/formal set of rules to which the students may never have been introduced. Consequently, the guide rules and definitions were based on the most informal usage. In addition, students were given the benefit of any doubt concerning right or wrong.*

The Bloomington staff, to validly replicate this measurement, used the NAEP scoring criteria. The NAEP precision in identifying paragraphs and types of sentences was not followed at the suggestion of Ina Mullis. This allowed attention on the errors of concern and a more reasonable scoring time.

Training

If all three age groups are being assessed, 3 six-hour days are needed to train the scorers. One day should be used to familiarize them with the guide and perhaps to score a few papers. Then, one day for each exercise will be needed to score the training papers.

At the outset, each person is given a guide and is asked to read through it. The symbols and method of scoring should be explained. All questions concerning particular sections of the guide should be answered and, where necessary, explanations given. Scorers must be convinced that they are professionals who must make subjective judgments within guidelines. The scorers should be told that the rules given in the guide and the distinctions made are set and have to be followed regardless of personal habit and/or preference. Each scorer is then given a copy of the same essay and told to score it. When they are finished, the trainer reads from the master copy including all symbols. The scorers should be told to interrupt when their scores disagree with the master. The trainer should listen to the scorer's rationale for his or her score to gain an understanding of what the confusion is. The trainer should then review the appropriate category with everyone and give additional explanations of its intent. When the first essay is completed, another should be distributed to the scorers and the procedure repeated. After the first three or four essays, the routine should be established and the scorers can then alternate reading their scoring decisions. This process should continue until all the training papers have been scored.

Once the scorers become familiar with the symbols, the guide, and the method of scoring, the training should go fairly rapidly. The most time-consuming aspect will be identifying and correcting individual scorer problems with a category or with making a distinction between two categories.

Training problems

The training procedure worked well; however, there are potential problem areas that anyone replicating the scoring should be aware of. One advantage of requiring a

background in English is that the trainer doesn't have to spend time teaching the rules. However, a disadvantage is that scorers tend to have favorite rules of their own; and when the guide doesn't include these, they have trouble readjusting their thinking. There will be times when the training session will be reduced to people taking sides and tenaciously arguing their points of view concerning a particular score. Although it is important for the trainer to understand what a scorer's position is, it is most important for the trainer to maintain control and authority. The scorers must be reminded that their preferences have to be relinquished in favor of the guide.

Preparation for and Organization of the Scoring

Because the scoring is done on the exercise, copies of at least 10%, or not less than 10 exercises, should be made before scoring is started. Working in pairs, scorers each score a paper. They exchange papers to rescore. Scoring discrepancies are discussed. The chief scorer resolves differences when the separate scorings do not agree. A rotation system should be employed to change the scoring pairs.

The extra copies of papers are circulated for scoring by different scorers. This rescored sample is compared with the original set to establish scorer reliability.

Hand Scoring

In the beginning, scoring will go slowly, since scorers still will not be familiar enough with the detailed guide to be able to use the Scoring Outline Guide. Some specific questions about categories in the guide will develop and several more general, theoretical, disagreements will also undoubtedly arise. These problems are inevitable. The monitor/trainer should see that they are caught and resolved early in the scoring. If necessary, time should be taken to retrain the scorers in those categories causing the trouble. The monitor should plan on staying in close contact with the scorers at the beginning of the scoring to monitor questions and problems and to perform some sort of independent quality control.

SCORING PROBLEMS

A difficult distinction to make was between categories S (spelling error) and K (word choice error). The problem centered around determining whether the writer wrote a wrong word thinking it was right (therefore a K) or misspelled the right word and, therefore, accidentally turned it into the wrong word or maybe even just wrote the word in haste and made a critical letter into another letter (therefore an S).

Examples: Mexico is the largest South America Country.

It weighs alone the line of 3 tons.

The hunting was Chasing the Kangaroo.

Taking the word in the context of its sentence, the scorers were told to try to determine writer intent and then score according to which error seemed the most plausible. In addition, the trainers suggested that they not get involved in lengthy discussions with each other over particular cases but to use their own best judgment. It seemed that common sense should usually dictate the scoring. For example:

1. If the word in question was totally incongruous to the context of the sentence, the student probably made a spelling error.
2. If the word "sort of" made sense in context but was the wrong word, it was probably a word choice error.

The awkward category caused problems with sentences that could be corrected either by eliminating a word or by changing a spelling: for example, "they had a lots of money." The scorers tended to correct the sentence by giving, in this instance the word "lots," a spelling error without noticing the alternative of eliminating the "a." They had to be constantly alert for these situations. The system of having two scorers score each paper proved an effective means of minimizing these errors.

DETAILED GUIDE TO

NAEP WRITING MECHANICS

SCORING PROCEDURES

AS IMPLEMENTED IN BLOOMINGTON

AND IN DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS (DODDS)

March 6, 1978

Written by Ina Mullis

National Assessment of Educational Progress

Adapted for use in DODDS by Dr. Orville Ruud and Dr. Joan Gibbons

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Sentence Errors

Titles - The first "sentence" should be scored if it is a complete sentence. A collection of words should be treated as a title and not scored. However, the words should be counted for the word count.

Sentences--Place symbols at the end of the sentence except for P-punctuation. Punctuation errors are marked wherever they occur and are treated at the end of this section.

P AE

Example: My, dog swim and cat sleep

E = End marks incorrect

Every "sentence" must have some type of end punctuation if the next "sentence" starts with a capital letter.

NOTES: Do not score end punctuation for appropriateness.

If the writer omits end punctuation but begins the next sentence with a capital letter, mark an end mark error rather than a run on.

Do not mark E for end mark error following fragments unless the fragment occurs at the end of the essay.

X = End mark correct

This is used to allow a count of sentences.

E & X = total number of sentences

R = Run On

This includes all of these sentence errors:

1) Fused Sentence--two or more independent clauses with no punctuation or conjunction separating them.

   Example: She heard the music she didn't like it.

2) On and On Sentence--four or more independent clauses strung together with conjunctions instead of, or in addition to, conventional marks of punctuation. The conjunctions joining the clauses need not all be the same.

   Examples: We went to the beach and my daddy went sailing and my mommy went swimming and I made a sand castle.

   I went to the store and I was supposed to buy milk and bread but I forgot the milk so my mom made me go back and then I forgot the money.

3) Comma Splice--two or more independent clauses joined by a comma instead of a semicolon or coordinating conjunction.

   Example: She heard the music, she didn't like it.

4) Do not score run on sentences for colons, semicolons or end marks. Don't read their mind!

W = Awkward

Awkward Sentence--Examine each sentence to see whether it is awkward. Score a sentence for awkwardness once *regardless of the number of faults in that sentence. If a sentence can be fixed several ways, the various changes involving different or more than one word, mark the sentence awkward. When there are several (2 or more) "K's" (word choice errors) in a sentence, the sentence should be marked as awkward (W) and the K's omitted. See pages 15 and 16.

CAUTION: Do not edit a sentence. Score what you see--not what you think you see. It is easy to automatically edit a sentence or force an interpretation that corrects an awkward sentence. Don't decide what to eliminate!

Example: They have a lots of money. W

NOTE: Check conjunctions before marking a sentence awkward.

A. Faulty subordination--putting the main idea into a dependent clause and a secondary idea into a main clause.

Example: The boy who used to live across the street had red hair when he brought his pet monkey to school on Thursday.

B. Unclear pronoun antecedent--accounts for 50% of awkward errors.

Example: It was a place that was the best for swimming.
Peter was asked to bring in Mr. Cary's report when he came in. W
(Not agreement since W takes precedence)

C. Dangling (misplaced) modifier

Examples: Walking down the street, the lady met a policeman in a green dress.
Never eat tomatoes unless thoroughly stewed.
Students are taught to examine critically conflicting points of view.

NOTE: Give benefit of doubt on word placement.

D. Omitted or extra words

1) Anything missing is W.

NOTE: Fragments are awkward. All fragments are awkward by definition since awkward includes words left out--except fragments used in dialogue, for emphasis, or as an exclamation.

Example: "See the geese." "Where?" "Flying North."
The last voyage, the longest, the best. (end of essay)
Ouch! Yes! No!

2) Two similar adjectives get W for redundance.

Example: the big, huge river

3) Other redundancies get W also.

Example: Where is it at? Off of as of

4) A double negative gets W for extra words.

E. Faulty Coordination

Two or more independent clauses which are written as one sentence but are not logically related.

Example: The chair is orange and my uncle had surgery last Thursday.

F. Mixed or illogical construction

1) Faulty parallelism. Two or more ideas expressed in a sentence and connected with a coordinating conjunction or by either-or, neither-nor, not-but, not only-but also, both-and must be constructed similarly (phrases, clauses, gerunds, infinitives, etc.)

Examples: They went swimming, diving, and for a walk.
Neither is Mary able to cook nor eager to learn.

2) Separation of subject and verb, parts of a verb, or verb and object can be awkward.

Example: Wild dogs had, for several sleet-ridden and storm-ravaged winter days when food was scarce and the marrow seemed to freeze in the bones, been seen on the hills.

G. Split construction

1) A split infinitive occurs when a modifier is inserted between "to" and the verb form.

Example: It was impossible to even see a foot ahead.

NOTE: There are occasions when splitting an infinitive produces the smoothest sentence. Use your own judgment.

A= Agreement Errors

Agreement Error--Score if at least one agreement error is present in a sentence. Do <u>not</u> score <u>multiple</u> errors. Agreement takes precedence over spelling and word choice errors.

A. Pronoun Antecedent

A pronoun must agree (singular or plural) with the noun to which it refers. (see rules with B)

B. Subject/Verb

1) A compound subject with an"and" takes a plural.

Example: Mary and Jane are going to do their homework.

Exception: compound subjects connected by "and" but expressing a singular idea takes a singular.

Examples: Peanut butter and jelly is a good sandwich.
My father and legal advisor was elected president.

2) Compound subjects connected by or/nor - the noun closest to the verb determines singularity or plurality.

Example: Either her parents or Jane is going to do her homework.
Either the cat or the dogs are going to be sent to their owners.

3) *Words that are always singular:*

nobody	*anybody*	*each*	*many a*
no one	*anyone*	*every*	*many an*
somebody	*everybody*	*neither (without nor)*	
someone	*everyone*	*either (without or)*	

Examples: Neither of the girls is doing her homework.
Everybody is going to do his homework.
Each student is doing his homework.

4) *Indefinite pronouns can be singular or plural depending on the noun to which they refer.*

all	*plenty*	*some*	*more*
none	*any*	*half (and other fractions)*	*most*

Examples: All of the people are wearing their best clothes.
All of the candy is in its box.

5) *Some indefinite pronouns are always plural:*

both	*many*	*several*
few	*others*	

6) *Intervening phrases or clauses, not introduced by coordinating conjunctions, do not affect the use of a singular or plural verb or pronoun.*

Example: Mr. Jones along with his wife and children is leaving his cabin.

7) *A collective noun takes a singular when referring to the group as a unit, a plural when the members are thought of individually.*

Examples: The jury has rendered its decision.
The faculty are leaving for their houses.

8) *Some nouns are written as plurals but have a singular meaning. When used as subjects, they take a singular.*

Example: The news is discouraging.

9) *Some nouns are written as plurals, have a singular or plural meaning, but when they are subjects, they take a plural:*

proceeds scissors goods trousers pants

Example: Your pants are in the closet.

10) *Some nouns have the same form in the plural as in the singular. These nouns take the singular or the plural depending on the context of the sentence.*

Examples: The series of concerts looks exciting.
Both series of concerts look exciting.

11) Many nouns ending in "ics" (economics, statistics, politics, ethics, etc.) take a singular or plural depending on how they are used. When they refer to a body of knowledge or a course of study, they are singular. When they refer to qualities or activities, they are plural.

Examples: Economics is a hard class.
The statistics are not accurate.

12) A title is singular.

Example: The Canterbury Tales is a comedy.

13) After who, which, that, the verb must agree with the antecedent.

Examples: They try to be like the girl who is on television.
There is one, of all the cars that have a 3 speed transmission, that sells for $2,500.

14) Time, amounts of money, and quantities are singular.

Example: Fifty pounds is a heavy load.

15) When a phrase is the subject of a sentence, a singular verb must be used.

Example: Driving race cars is dangerous.

C. Noun/Modifier

*1) "a" is used before all consonant sounds, including sounded "h" -- a house; long "u" -- a unit; and "o" with the sound of a w -- one week workshop.

NOTE: The article before humble must be "a."

*2) "an" is used before all vowel sounds, including silent h -- an hour; short u -- an umpire.

NOTE: If word is misspelled and modifier agrees with misspelling, then do not score as error in agreement--an umble man, an ouse.

D. Subject/Object Pronouns

1) Subject pronouns - I, you, he, she, it, we, they, who. Use when the pronoun is the subject of a verb. Use when the pronoun follows a form of the verb to be.

Examples: She left town.
This is she.
The people in the car were they.

2) Object pronouns - me, you, him, her, it, us, them, whom. Use when the pronoun is the direct object, the object of the preposition or the subject or object of an infinitive.

Examples: Mary gave the flowers to Jan and her.
They mistook Mary to be me.

E. Tense Shift within a Sentence

1) Use present perfect with present or present progressive.

2) Use past perfect with past or past progressive.

3) Use future perfect with future or future progressive.

DEFINITION OF TENSES

Present Tense -- happening now

Past Tense -- happened anytime in the past

Future Tense -- will happen sometime in the future.

Present Perfect -- refers to an action that was completed in the past but is part of actions that the writer assumes will continue through the present into the future.

Past Perfect -- refers to an action that was completed in the past before another event occurred.

Future Perfect -- refers to an action that will be completed in the future before another event occurs.

Present Progressive -- refers to an action that <u>is</u> in progress.

Past Progressive -- refers to an action that <u>was</u> in progress.

Future Progressive -- refers to an action that <u>will be</u> in progress.

P = Punctuation

This guide is based on the most informal rules of usage. The writer should be given the benefit of any doubt. Score each sentence for puntuation errors. Score every punctuation error in a sentence <u>where the error occurs</u>.

Punctuation Error -- Commission or omission involving commas, dashes, quotes, semicolons, and apostrophes. (See page 10 regarding possessives & apostrophes.)

Score the following situations:

A. Commas and dashes

1) A series of three or more nouns, verbs, phrases, or dependent clauses must be separated by commas. <u>The comma before the conjunction is optional unless the items in series are dependent clauses</u>.

Example: The books, the papers (optional) and the magazines were on the shelf.

There should be no comma after the last word in a series unless a complete sentence follows. In this case, however, a dash is more acceptable.

Example: The books, the papers (optional) and the magazines (could be a comma) all these were on the shelf.

If the series occurs within a sentence, which is complete without it, a dash must precede and follow the series.

Example: The office supplies--paper, erasers, and paper clips--are in the cabinet.

If there is a coordinating conjunction between each item in the series, there is no punctuation.

Example: The books and the papers and the magazines were on the shelf. (archaic but not awkward unless excessive--arbitrarily four or more is excessive).

2) Two or more equal adjectives must be separated by commas if there is no coordinating conjunction. There is no comma between the last adjective and the noun it modifies.

Example: It was a long, hot game.
It was a long football game.
It was a long, hot football game.

NOTE: In order to determine whether adjectives are equal, use the following tests:

a. reverse the order of the adjectives
It was a hot, long game. (OK, = weight, comma)
It was a football long game. (Not OK, no comma)

b. Insert "and"
It was a long and hot game. (OK, = weight, comma)
It was a long and football game. (not OK, no comma)

3) A nonrestrictive modifier--appositive, phrase, or clause--must be set off from the rest of the sentence with commas. A nonrestrictive modifier describes and adds information but does not point out or identify; the sentence does not change radically or become meaningless when the modifier is omitted.

Examples: Franklin Chalk, which is the best made, is on sale.
My wife, Elizabeth, lives in Milwaukee.
Water that does not run rapidly becomes stagnant.
(restrictive clause)

NOTE: There is some disagreement about how one word appositives should be handled. Give benefit of the doubt.

Examples: Her son, Alan, in college. (one son whose name is Alan)
Her son Alan is in college. (more than one son--the one named is in college)

4) Commas must precede and follow titles and degrees (when they follow a name) and elements in dates, places and addresses.

Examples: Charles Morten, Jr., B.A., M.A., Ph.D., lives in Milwaukee, Wisconsin.
Sunday, June 2, 1974, was hot.

NOTE: Roman numerals are not punctuated.

Example: Charles Morten III lives in Ohio.

The comma between month and year is optional when there is no date. But if there is one, there must be two.

Example: June, 1974, was hot. or June 1974 was hot.

5) Commas must separate a noun in direct address from the rest of the sentence.

Example: Peggy, are you leaving?
I am sure, Mrs. Jones, you would love the trip.

6) When a dependent clause, gerund phrase, or absolute phrase starts a sentence, it must have a comma after it.

Examples: Running for the bus, he tripped and fell.
If you call after lunch, I will be there.
My knife slipping, I cut myself.

* 7) When a long (arbitrarily five or more words) prepositional phrase starts a sentence, it must be followed by a comma. If it is short and there is no possibility of confusion, the comma is optional.

Examples: In the corner of the bedroom, the earring lay buried in the carpet.
After all, the work she had done was enough.
After lunch they took a nap.

8) Separate mild interrupters from the rest of the sentence with commas. Mild interrupters may be parenthetical expressions (by the way, on the other hand, in my opinion), transitional words (nevertheless, consequently, therefore, however), well, yes, no at the beginning of a sentence.

* NOTE: If the writer has omitted the comma and the meaning is clear, do not require a comma.
Well it was ten thirty.

Example: I feel, on the other hand, that it's not the thing to do.

9) Use a dash to indicate a sudden change of thought in a sentence.

10) Use a dash to indicate a summarizing thought or an afterthought added to the end of a sentence.

11) A transitional expression preceded by a colon, comma, or dash is followed by a comma.

B. Quotation Marks

1) Use quotation marks around dialogue to separate what is said from the speaker. Periods and commas go inside quotes. Must be clearly inside or is an error.

2) If one set of quotation marks is present, there must be two. Mark one error. Location of quotation marks other than for dialogue is the writer's prerogative.

NOTE: Do not score an error if single quotes are used instead of double quotes.

C. Colon

1) A complete sentence introducing a series must have a colon after it.

Example: There were many things in the basket: pins, needles, scissors, etc.

2) When an introductory statement contains anticipatory words ("the following," "as follows," "these," "thus," etc.), there must be a colon before the series.

Example: The following were in the basket: pins, needles, scissors, etc.

3) A colon must be used if the series is listed on separate lines.

Example: In the basket were:
pins
needles
scissors

4) Use a colon when a formal quotation is introduced without using a form of the verb "to say."

Example: The test man made a brief toast: "Here's mud in your eye."

NOTE: Give benefit of doubt in other cases of colon use. Do <u>not</u> score a punctuation error unless it is <u>clearly</u> incorrect.

D. Semicolon

1) If a compound sentence has commas in both of the independent clauses, a semicolon must precede the conjunction.

Example: Having gone to the store, Mary took a nap; and because he was a nice person, Fred did the dishes for her.

2) If a comma is used for one rule in a sentence and if a comma is needed for a second rule but to use it would cause confusion, a semicolon must be used for the rule that creates the longest pause. (The semicolon must continue to be used in every place where that rule applies in the sentence.)

Example: They went to Fairbanks, Alaska; Denver, Colorado; Arizona(;) and New Mexico.
or nothing - see commas #1

3) Two independent clauses can be separated by a semicolon or a semicolon and a connector. (The comma after the connector is optional.)

Example: Jim went to the store; Bill stayed at home.
Jim went to the store; consequently(,) Bill stayed at home.
optional

NOTE: Do not insert a semicolon between two closely-related independent clauses that have been written as one sentence, as this would be correcting a fused sentence.

If a compound sentence has a comma in one of the independent clauses, the writer may use a semicolon, comma or no mark at all preceding the conjunction. <u>Do not score choice of marks as an error.</u>

E. Apostrophe

Score punctuation (P) for attempts to form a possessive which are accomplished in the wrong way.

An extra possessive or a possessive not there is word choice (K).

1) Use an apostrophe s ('s) to form the possessive of nouns, singular or plural, not ending in s.

Example: Child's house — Children's books
Man's house — Men's coats

2) Use 's or ' to form the possessive of singular nouns ending in s.

Examples: actress' — Charles'
waitress's — Watts's

NOTE: Give benefit of doubt on cases in this category, particularly proper names.

3) Use ' without s to form the possessive of plural nouns ending in s.

Examples: The waitresses' tips
The Dickenses' house

4) Use 's to form the possessive of indefinite pronouns.

Example: everyone's house

5) Use 's with the last noun to show joint possession in a pair or series.

Example: Frank and Joe's restaurant (one restaurant owned by two people)

Use 's with each noun in a pair or series when each noun is possessing something separately.

Example: Frank's and Joe's restaurant (two restaurants--one owned by Frank; one owned by Joe)

NOTE: Give benefit of doubt when intended meaning is not clear from context.

6) Use ' to show omissions or contractions. (Spelling error)

Examples: haven't — 6 o'clock
it's — the roaring '20's (or [illegible])

NOTES: Plurals of numerals, letters, symbols, and words involving the apostrophe are scored under spelling.

An unformed possessive or an unnecessary possessive should be scored as a word choice error for wrong case, as with pronouns. His was going to the store. K

Additional Comments About Scoring Punctuation:

1. Always give credit for use of the least sophisticated punctuation. Do not score as an error.

2. *Disregard punctuation errors that are not defined in the guide. For example:*

   a. *Quotations that continue to another paragraph*

   b. *Quote within a quote--use of single and double quotes*

   c. *Order of end punctuation when used with parentheses*

   d. *Ellipsis*

   e. *Parentheses*

   f. *Hyphens (Unless separating word at end of line, see spelling!)*

WORD ERRORS

Word Errors -- Place symbols at the end of word.

NOTE: Try to decipher handwriting as best you can. If you are able to decide what a questionable word is, trace the letters or rewrite above the word. The student should get the benefit of the doubt.

S = Misspelled Words -- Score each misspelled word (agreement takes precedence over spelling). The scorer will want ready use of a dictionary. Spelling errors include:

Reversal--This type of misspelling is the result of a perception problem related to reading. The student who has difficulty with reversal will make the same mistake throughout the paper.

a. Letter reversal--The student writes a letter backwards (b/d) or upside down (m/w, b/p, u/n) and in so doing forms another letter. This includes y/g confusion if the error is consistent throughout the paper.

b. Word reversal--The student reverses the order of letters in a word (was/saw). This fault usually involves two- or three-letter words and will appear more than once in the paper.

NOTE: Do not mark a reversed letter which does not result in a different letter (7,ℳ). Give benefit of the doubt in n/m, i/e, u/w discrepancies.

Plurals

a. Plural formed incorrectly (see rules below)

b. Plural not formed (clearly not an agreement problem)

c. Superfluous plurals

RULES FOR CORRECT PLURAL FORMATION

1. To form the plural of most nouns, add s.
2. For nouns ending in s, sh, ch, add es.
3. For noun ending in y preceded by a vowel, add s.
4. For nouns ending in y preceded by a consonant, change the y to i and add es.
5. For nouns ending in o preceded by a vowel, add s.
6. For nouns ending in o preceded by a consonant, add es.

   Exceptions: some musical terms: pianos altos solos sopranos
   some other nouns: autos zeros
7. For nouns ending in f or fe, drop the e, change the f to v and add es.

   Exceptions: chefs, chiefs, roofs
8. Some nouns have distinctive plural forms
   child/children man/men mouse/mice
   foot/feet woman/women goose/geese
9. Some nouns may be singular or plural
   sheep deer series

10. Use 's to form the plurals of letters, symbols and words, particularly when omitting the apostrophe might cause misreading. The apostrophe is not necessary in forming the plurals of numerals.

    Example: three A's, four the's

11. For a compound noun, make the last word plural.
    Example: blackboards, grandchildren, roommates
12. For a hyphenated noun, make the most important plural.
    Example: Fathers-in-law, editors-in-chief
13. For a two-word noun, make the more important part plural
    Example: attorneys general
14. Some nouns have special Latin or Greek plural forms:

Singular	Plural	Example
--is	-es	basis/bases
-on	-a	phenomenon/phenomena
-um	-a	stratum/strata
-us	-i	alumnus/alumni
-a	-ae	alumna/alumna - vita/vitae

All of the following plural forms are considered acceptable:
indices/indexes criterions/criteria memoranda/memorandas

Phonectic Spelling Errors--A phonetic attempt is spelling the desired word in a manner which reflects the correct pronunciation of the word. Incorrect spelling which, when pronounced aloud, sounds like the correct pronunciation of a legitimate word, would fit into this context.

USE COMMON SENSE. This includes homonym confusion.

Examples: mathamatics lizzerds properdy eczactly Wisconson
citey allsow corse peple damma ed

Homonyms (NOTE: Homonym confusion takes precedence over word choice error.)

accept - to take
except - exclude

effect - result, outcome; to bring about
affect - to influence, to change

altogether - entirely
all together - everyone in a group

ascent - act of rising
assent - consent

board - a piece of wood, an organized group, meals
bored - drilled, wearied

capital - a seat of government, a sum of money, a large-sized letter, chief, foremost
capitol - a building in which a state legislature meets
Capitol - the building where the U.S. Congress meets

advice - information
advise - to counsel

already - previously
all ready - all prepared

always - at all times
all ways - all methods

bare - naked, exposed, empty
bear - (n) an animal; (V) to carry, to endure, to produce

brake - to retard
break - (n) a fracture (V) to shatter

cite - to quote
sight - a view, vision
site - a place

complement - that which completes
compliment - praise

there - that place or position; a function word to introduce a sentence or clause
their - relating to them or themselves

fair - just
fare - cost, food

die - (n) a tool (V) stop living
dye - to change the color

dying - near death
dyeing - changing the color

heard - past tense of hear
herd - a group of animals

meat - flesh
meet - to join

one - a single thing
won - did win

pain - suffering
pane - window glass

to - toward
too - more than enough, also
two - number

plane - (n) a level surface (V) to make level
plain - undecorated, prairie land

right - correct, privilege
rite - a ceremony
write - to inscribe

possible used as possibly

do - to perform
due - owing, because

coarse - rough
course - direction, action, a way, part of a meal, a class

desert - barren land, a deserved reward, to abandon
dessert - final course of a meal

here - in this place
hear - to perceive by ear

its - possessive form of it (spelling not word choice) *
it's - contraction of it is

mite - tiny particle
might - past tense of may; force

pail - a bucket
pale - light color

pair - two of a kind
pare - to peel
pear - fruit

past - gone by
passed - past tense of pass

principal - chief, leading, a sum of money that draws interest, school official
principle - a general truth, a rule

peace - calmness
piece - a portion

stationary - fixed
stationery - writing materials

Other spelling errors--includes wrong word division at the end of a line, beginning a sentence with a numeral, making two words into one (alot), making one word into two (room mate)* superfluous plurals (parkings lots), groups of distinguishable letters that do not make a legitimate word, groups of distinguishable letters that do not reflect the correct pronunciation of the desired word.

NOTES: A "misspelling" which results in another word must be scored within the context of its sentence. It is up to the scorer to determine whether this is a spelling error or a word choice error.

*Do not score abbreviations or any mistakes associated with abbreviations (spelling, punctuation) as errors of any kind.

"Awhile" is an adverb (Stay awhile). "A while" is the noun form ("once in a while").

K - Word Choice

Word Choice Errors--A word choice error results when one word is used instead of another which would clearly be better. If a particular word could be changed one or more ways, any of which would correct the diction error, mark a word choice error. Several, two or more, word choice errors in a sentence may be the cause of a sentence being awkward. The sentence should then be marked W, and the K's scratched out. See page 16.

Word choice errors include:

1. Structure Word--writer needs a preposition or conjunction but has used the wrong one. Conjunction here refers to coordinating and subordinating conjunctions. Some distinctions are noted below for reference purposes:

   a. among/between

      "Between" refers to two persons or things.
      "Among" refers to more than two persons or things.
      "Between" can be used with more than two persons or things when the units are being considered in pairs as well as in a group.

      Example: There are distinct differences between New York, Chicago, and Dallas.

   *b. on/onto/on to

      "On" implies position or movement over. (Place the carbon <u>on</u> the onionskin.)
      "Onto" implies movement toward and then over. (He lost control of the car and drove <u>onto</u> the sidewalk.)
      "On" is an adverb here: Let's go <u>on to</u> the next problem. "To" is a preposition.

   c. in/into/in to

      "In" implies within. (The letter is <u>in</u> the file.)
      "Into" implies entry or change of form. (He walked <u>into</u> the house.) (See below)
      "In" is an adverb here: All sales are to be sent <u>in to</u> the manager. "To" is a preposition.

   d. opposite (of, to, from)

      When used as a noun, "opposite" is followed by "of." In other uses, "opposite" is followed by "to" or "from" or it stands alone.

      Examples: Her opinion is the opposite of mine.
      Her opinion is opposite to (from) mine.
      She lives opposite the school.

   e. different from/than

      Always use the word "from" after the word "different" when you mean that something is different from something else.
      It is never different than.

   NOTES: <u>The American Heritage Dictionary</u> accepts "in" for "into" and "on" for "onto" as informal usage. But, you don't walk "into" a door!

      "Like" for "as," "like" for "as if" or as though,", and "if" for "whether" are gaining acceptance. Do <u>not</u> score as an error.

2. Other Word Choice Error--includes form words (nouns, verbs, adjectives, or adverbs) which are off by some shade of meaning. Also, if the student writes a legitimate word to which you cannot assign any or only one logical meaning, mark it K. K also includes the following:

a. Wrong principle part of the verb (clearly not agreement or awkward)

Examples: The bicycle were broke. (K)
He found the stole (K) treasure.

b. Attempted verb, adjective, or adverb forms which are nonexistent or unacceptable.

Examples: beautifulest
busted

*NOTE: K takes precedence over S when a wrong word is misspelled. A (agreement) and W (awkward) take precedence over K. If a particular word could be changed one or more ways, any of which would correct the diction error, mark K. If the sentence could be fixed several ways, the various changes involving different or more than one word, mark W.

Spelling--the word doesn't make sense.
Agreement--the word makes sense but is the wrong word because of its relation to other words.
Word Choice--the word is clearly the wrong word because of the meaning of the word.

c. different/differently.

When the meaning is "in a different manner," use the adverb "differently."

Examples: I wish the story had ended differently.
The music sounds different.

d. of/have

Do not use "of" instead of "have."

Example: That is not what he should of (K) done.
That is not what he should have done.

NOTE: Score K when the writer uses a preposition or conjunction where some other part of speech is needed.

e. rise/raise

raise, raised, raised--means "to cause to lift or to lift something." This verb requires an object to complete its meaning.

Example: Raise the flag.

rise, rose, risen--means "to ascend, to move upward by itself, to get up."

Example: Prices have risen in the past two years.

f. sit/set

set, set, set--means "to place something somewhere."
This verb requires an object to complete its meaning.

Example: She set her suitcase on the chair.

sit, sat, sat--means "to be in a position of rest, to be seated."
This verb cannot be used with an object.

Example: We taught the dog to sit in the chair.

g. lie/lay

lay, laid, laid--means "to put or place." This verb requires an object to complete its meaning.

Example: Please lay the box on the table.

lie, lay, lain--means "to rest, recline, or stay; to take a position of rest." It refers to a person or thing as either assuming or being in a reclining position. This verb cannot take an object.

Examples: The book has lain there for years.
Yesterday we lay on the beach.

h. than/then

"Than" is a conjunction introducing a subordinate clause of comparison.
"Then" is an adverb or a connector meaning "at that time" or "next."

Examples: Frank is taller than she (is tall).
The wind blew; then it rained.
He then asserted we were wrong.

i. who/which/that

"Who" refers to people only; "that" refers to people, animals, and things; "which" refers to animals and things.

j. (Being that), (being as), being's

There are no such conjunctions.

k. he "goes" for he said

A common teen-age habit

C = Capitalization

Capitalization--Only score words with omitted capitalization.

Capitalization error--includes:

a. first word in a sentence
b. proper nouns within a sentence
c. proper adjectives within a sentence
d. the pronoun I wherever it occurs.

NOTES: The notation for capitalization error may be used in conjunction with other marks.

Example: a citizen of frace CS

Do not score other capitalization errors

Exception--Paper written or printed in all capital letters; therefore, not scorable for capitalization and receives no errors.

SCORING SYMBOLS

AN ABBREVIATED GUIDE FOR EVALUATION OF WRITING MECHANICS

I. Symbols To Be Placed At The End Of A Sentence. (Scored once per sentence)

E - End Mark Error
Every "sentence" must have some type of end punctuation if the next "sentence" begins with a capital letter.

Do not insert end marks following fragments unless the fragment occurs at the end of the essay.

Do not score end marks for appropriateness.

R - Run On
Four or more independent clauses strung together--includes fused and comma splice errors

W - Awkward
Fragments
Words omitted or added
Faulty coordination (Two or more independent clauses, not logically related)
Double negatives, redundancies
Faulty subordination
Illogical or split construction
Unclear pronoun antecedent
Four or more items or independent clauses joined by coordinating conjunction

A - Agreement Error
1. Incorrect pronoun antecedent
2. Subject - verb
3. Noun - modifier (use of a and an)
4. Incorrect subjective or objective form of pronoun
5. Tense shift

(Agreement errors take precedence over spelling and word choice errors.)
Do not score multiple errors in agreement. Score an agreement error when a word makes sense but is wrong by consideration of tense, modifier, etc.

X - End of Sentence
To be used after every period ending a sentence or fragment. Every W, R, must be followed by an X or an E.

II. Symbols To Be Placed Where They Occur

S - Spelling
1. Homonym confusion
2. Plurals
3. Phonetic attempts
4. Wrong word division at end of line. (hyphens)
5. Making two words into one, or one word into two.
6. Groups of letters not making a legitimate word.

Do not score abbreviation errors at all.

Score Spelling if a word doesn't make sense. Word choice is when a word sort of makes sense but is the wrong word.

K - Word choice errors
1. Incorrect preposition or conjunction
2. Wrong principle part of verb
3. Nonexistent words

K takes precedence over S when a wrong word is misspelled.

C - Capitalization
1. First word in a sentence
2. Proper nouns and adjectives
3. Pronoun I

Do not mark error for excess capitalization.

P - Punctuation - Commission or omission involving commas, dashes, quotation mark, semicolons or apostrophes.
1. Comma - Score P when a comma:
   a. Series of three or more nouns, verbs, phrases or dependent clauses (Comma before the conjunction is optional unless items in series are dependent clauses.)

   b. Two or more equal adjectives not joined by coordinating conjunction.

II. Symbols to Be Placed Where They Occur

I. Comma - continued

c. Nonrestrictive modifier -- appositive, phrase or clause

d. Titles and degrees following a name; elements in dates, places, addresses

e. Noun of direct address

f. Dependent clauses, gerund phrases or absolute phrases beginning a sentence

g. Prepositional phrase of five or more words introducing sentence

h. Mild interrupters

2. Dash - Score P when a dash is needed:

a. After the last word in a series when a complete sentence follows

b. To precede or follow a series in a sentence which is complete without it

c. To indicate a summarizing thought or afterthought added to end of sentence

3. Quotation marks - Score P with the constraints that:

One error should be marked per two sets of quotation marks.
Periods and commas must be clearly inside quotation marks.
Single quotes are allowed.

4. Colon - Score errors as P when:

A complete sentence introduces a series,
Introductory statement containing anticipatory words,
If series is listed on separate lines and
When a formal quotation is introduced without form of the verb "to say."

5. Semicolon

When a compound sentence has commas in both of the independent clauses
To separate two independent clauses (If a connector is also used, a comma after the connector is optional.)

6. Apostrophe - Score as P for errors in:

Possessive forms - Note that the homonym "its, it's" is scored with spelling.
Omissions or contractions

CAUTIONS:

The use of W is broad. A student may have carelessly omitted or repeated one word, still producing a sentence correct in every other way. This is scored as harshly as a fragment or a sentence that is completely illogical in construction.

Punctuation errors are included in the R category. A student may have 10 or 12 independent clauses comprising his essay, using no proper punctuation whatsoever, and the R we must use to score this certainly reveals little of the student's lack of punctuation knowledge. When R is marked, omitted commas are not marked.

Spelling: Errors involving separation of compound words (back yard) and homonyms are as common as are errors in use of contractions.

W/A, K & S, K/S, R/P

Awkward (W) and agreement (A) take precedence over word choice (K) and spelling (S). Word choice (K) takes precedence over spelling (S) when the wrong word is misspelled.

In a run on sentence (R), do not go back and put in all needed punctuation (P).